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ABSTRACT

The directory of institutions providing a degree program for training adult educators was developed as an essential step in making training opportunities better known to prospective students and their advisers; the population covered includes programs omitted from prior studies. A substantial portion of the document is comprised of a listing of institutions training adult educators, with names, titles, and addresses of directors (1970-71). Information presented in tabular form includes: programs offered, geographical distribution, level of training, program designations, institutional program area emphases, internships, functions for which students were being prepared, graduates, and academic backgrounds of professors. Among 11 conclusions reached by the researchers are these: (1) individuals who responded widely misinterpreted the term "adult education;" (2) personnel are often not aware of degree programs in their institutions; (3) there are at least twice as many degree-granting institutions as indicated by the most recent survey of membership of the Commission of the Professors of Adult Education. Approximately half the document is devoted to three appendixes: a discussion of prior studies, the survey design and methodology, and the survey instructions and form. (AJ)

ED 094138

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# COLLEGE AND UNIVERSITY DEGREE PROGRAMS FOR THE PREPARATION OF PROFESSIONAL ADULT EDUCATORS, 1970-71

## HIGHLIGHTS

Professional programs to train adult educators were offered by 61 colleges and universities in 1970-71, including 5 with 2 programs. At least 21 other institutions have begun programs since the survey was made.

The first degree for a professional adult educator was awarded by Ohio State University in 1920.

By degree level, 9 institutions awarded degrees for adult educators at the bachelor's, 59 at the master's, and 38 at the doctor's.

The most common terms used to designate these programs were adult education (used by 29 institutions), adult and continuing education (6), extension education (6), continuing education (4), adult education administration (3), and community development (3).

Enrollment in programs for adult educators at all levels rose from 2,623 in 1969-70 to 2,968 in 1970-71. Since they began their programs, the same institutions had produced a cumulative total of 4,453 graduates (plus some from institutions unable to report their totals).

Major areas of curricular concentration were adult education program development, continuing education for the professions, community development, and vocational and technical education.

The faculty was almost evenly divided between full-time professors (101) and part-time (107).

Reflecting the fact that this is a new field, less than a fourth of the professors of adult education were, themselves, trained in the field.

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# COLLEGE AND UNIVERSITY DEGREE PROGRAMS FOR THE PREPARATION OF PROFESSIONAL ADULT EDUCATORS, 1970-71

by

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and

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U.S. Department of Health, Education, and Welfare
Caspar W. Weinberger, Secretary
Charles B. Saunders, Jr., Acting Assistant Secretary for Education

Office of Education
John Ottina, Commissioner

# FOREWORD

The importance of adult education and the need to increase programs available to train adults has been recognized by congressional actions. The effective execution of adult education programs requires a skilled cadre of teachers and administrators, professionally trained for their assignments. This directory was developed as an essential step in making training opportunities better known to prospective students and their advisers.

In compiling data for this report, an effort was made to avoid some of the limitations which handicapped previous surveys in this area. All institutions were screened for eligible programs, provided they offered bachelor's, master's, doctor's, or professional degrees. The population covered, therefore, was not restricted to (a) institutions having representation in any existing association of adult education, (b) institutions with graduate programs in education, or (c) institutions using the term "adult education" as the formal title for any degree program. By observing these precautions, the authors hoped to reduce the probability that training programs omitted from prior studies would not again be overlooked.

The survey was conducted by William S. Griffith and Gilles H. Cloutier, both then at the University of Chicago. The National Center for Educational Statistics (NCES) provided financial support to develop this report. Dr. Griffith, the senior author, served as Chairman of the Commission of the Professors of Adult Education from 1969 to 1971. He is an associate professor of adult education at the University of Chicago, where he is associated with Cyril O. Houle, who has for more than a decade conducted annual censuses of those holding doctorates in adult education. Dr. Griffith was assisted in this project by Mr. Cloutier, then a graduate student at the University of Chicago and currently directing the university extension program at the University of Montreal.

The assistance of Professor Houle, Prof. Roy J. Ingram of Florida State University, Jules Pagano (then Executive Director of the Adult Education Association), and Paul V. Delker (Director of the Division of Adult Education in the U. S. Office of Education) should be acknowledged with appreciation. As in any survey of this type, the key to success is cooperation on the part of respondents. Special thanks are due to college and university administrators who completed the lengthy questionnaire sent to them by the authors.

This publication summarizes the original report. Readers who may wish to review the original manuscript should contact the ERIC Clearinghouse on Adult Education (now located at Northern Illinois University). The report is entitled A Directory and Analysis of Degree Programs for Preparing Professional Adult Educators in the United States (ED 058 540).

The National Center for Educational Statistics is pleased to publish this initial directory. Since errors of omission in this report seem inevitable, NCES will welcome corrections so that subsequent directories will be more accurate and complete.

Robert Calvert, Jr., Chief
Adult and Vocational Education
Surveys Branch

Dorothy M. Gilford
Assistant Commissioner
for Educational Statistics

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# INTRODUCTION

Adult education has been called "an emerging field of university study" by the Commission of the Professors of Adult Education. Although different terms are used by various groups to label the activity, the necessity for providing educational opportunities for adults throughout their lifetime is being recognized by increasing numbers of Americans. As the number and variety of educational programs for adults increase, the need for persons professionally prepared to conduct and direct such programs also grows.

Graduate degree programs for the preparation of professional adult educators have been in existence for more than three decades. Yet, even today their existence is relatively unknown to the majority of those offering educational programs for adults. This directory of training opportunities in adult education has been developed to provide practicing and prospective adult educators with information which has, heretofore, not been available from any single source.

The degree programs for training professional adult educators include those at the baccalaureate and higher degree levels which are designed to prepare graduates to administer, teach, or conduct research on educational programs for adults with the primary emphasis on the process of education. These programs may be conducted by any academic unit of an institution of higher education; hence, they are not restricted to programs within schools and colleges of education.

No attempt was made to evaluate the quality of the programs surveyed. Thus, quantitative rather than qualitative data were collected.

An actual listing of adult education degree training opportunities of institutions are presented individually and collectively to illustrate similarities and differences among such programs.

An interpretation of the data and an assessment of the significance of the compilation and publication of the directory are also presented.

In developing the study, an extensive review of past surveys in this area was conducted. A summary of their findings and techniques appears in appendix A. The survey design and methodology from this survey are shown in appendix B. The survey form and related instruction appear in appendix C.

## ADULT EDUCATION DEGREE PROGRAMS, STUDENTS, AND FACULTY

On the basis of information obtained through the survey and the principal questionnaires, 61 institutions (with 66 programs) were identified as offering degree programs for preparing professional adult educators according to the definitions used in the survey. All the tables are based upon this number and these schools.

At the time the survey was made, a number of schools indicated that they planned to establish professional programs in adult education. Followup efforts identified six schools which had no program at the time of the survey, but began them later. These institutions are listed in the report.

An additional 15 institutions are listed because individuals from these institutions were accepted as members of the Commission of the Professors of Adult Education, thus recognizing the existence of a program in this area.

A listing of institutions training adult educators (based upon the 66 programs for which data were collected) appears in table 1. The program numbers are keyed to those shown in table 2.

For each institution, the following information is provided:

a. name of director of the program

b. title of director of program

c. academic unit operating program, if not clear from title of director

d. name of college or university

e. address of institution.

Colleges and universities are arranged alphabetically, by States.

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71

| Program number | |
|---|---|
| | **Alabama** |
| 1 | Harry E. Frank, Assistant Professor<br>Adult Education<br>203 Petrie Hall<br>Auburn University<br>Auburn, Ala. 36830 |
| | **Arizona** |
| 2 | Lester S. Perrill, Coordinator<br>Adult Education Program<br>College of Education<br>Arizona State University<br>Tempe, Ariz. 85291 |
| 3 | Bill J. Brisco, Associate Professor<br>Adult Education<br>University of Arizona<br>Tucson, Ariz. 85721 |
| | **California** |
| 4,5 | Stanley M. Frame, Dean of Graduate Studies<br>Azusa Pacific College<br>Highway 66 at Citrus<br>Azusa, Calif. 91702 |
| 6 | Jane Zahn, Professor<br>Department of Interdisciplinary Studies<br>San Francisco State College<br>San Francisco, Calif. 94132 |
| 7 | William R. Hathway, Administrative Assistant<br>Department of Education<br>United States International University<br>3902 Lomaland Drive<br>San Diego, Calif. 92106 |
| 8 | Jack London, Professor<br>School of Education<br>3649 Tolman Hall<br>University of California<br>Berkeley, Calif. 94720 |

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

| Program number | |
|---|---|
| | California--continued |
| 9 | Paul H. Sheats, Professor<br>Department of Education<br>324 Moore Hall<br>University of California<br>Los Angeles, Calif. 90024 |
| | Colorado |
| 10 | James M. Kincard, Jr., Director of Project ACT<br>(Adult Competency Training)<br>Department of Education<br>Colorado State University<br>Fort Collins, Colo. 80521 |
| | Connecticut |
| 11 | Richard W. Whinfield, Assistant Professor<br>Department of Higher Technical and<br>Adult Education, School of Education<br>The University of Connecticut, Box U-93<br>Storrs, Conn. 06268 |
| | District of Columbia |
| 12 | Beverly D. Cassara, Associate Professor<br>Adult Education<br>The Federal City College<br>1424 K Street, N. W.<br>Washington, D. C. 20005 |
| 13,14 | Leonard Nadler, Professor<br>Department of Education<br>George Washington University<br>Washington, D. C. 20006 |
| 15 | Edmonia W. Davidson, Chairman<br>Graduate Programs in Adult and Continuing Education<br>Howard University<br>2400 Sixth Street, N. W.<br>Washington, D. C. 20001 |
| | Florida |
| 16,17 | Arthur W. Burrichter, Director Adult Education<br>Florida Atlantic University<br>Boca Raton, Fla. 33432 |

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

| Program number | |
|---|---|
| | Florida--continued |
| 18 | Wayne Schroeder, Head<br>Department of Adult Education<br>Florida State University<br>920 W. College Avenue<br>Tallahassee, Fla. 32306 |
| 19 | Donald P. Jaeschke, Associate Professor<br>Adult and Vocational Program<br>College of Education<br>University of South Florida<br>4202 Fawler Avenue<br>Tampa, Fla. 33620 |
| | Georgia |
| 20 | M. Brent Halverson, Assistant Professor<br>Adult Education<br>Georgia Southern College<br>Statesboro, Ga. 30458 |
| 21 | Curtis Ulmer, Professor<br>Department of Adult Education<br>109 Baldwin Hall<br>University of Georgia<br>Athens, Ga. 30601 |
| | Illinois |
| 22 | William S. Griffith, Associate Professor<br>Department of Education<br>The University of Chicago<br>5835 S. Kimbark Avenue<br>Chicago, Ill. 60637 |
| | Indiana |
| 23 | John R. Craddock, Director and Professor<br>of Adult and Community Education<br>Department of Secondary, Adult and Higher Education<br>805 T.C. Building<br>Ball State University<br>Muncie, Ind. 47306 |

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

| Program number | |
|---|---|
| | Indiana--continued |
| 24 | Paul Bergevin, Professor of Adult Education<br>Bureau of Studies in Adult Education<br>Indiana University<br>309 South Highland Avenue<br>Bloomington, Ind. 47401 |
| | Iowa |
| 25 | Roger L. Lawrence, Professor of Adult Education<br>Department of Professional Studies<br>108 Curtiss Hall<br>College of Education<br>Iowa State University<br>Ames, Iowa 50010 |
| 26 | Arthur L. Burman, Professor<br>College of Education<br>C112 East Hall<br>University of Iowa<br>Iowa City, Iowa 52240 |
| | Kansas |
| 27 | Robert Meisner, Head<br>Adult and Occupational Education<br>Kansas State University<br>Manhattan, Kan. 66502 |
| | Kentucky |
| 28 | Harold Rose, Chairman<br>Department of Adult and Continuing Education<br>Morehead State University<br>Box 1343<br>Morehead, Ky. 40351 |
| | Louisiana |
| 29 | Lynn Pesson, Head<br>Extension and International Education<br>Room 204 Knapp Hall<br>Louisiana State University<br>Baton Rouge, La. 70803 |

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

| Program number | |
|---|---|
| | Louisiana--continued |
| 30 | Donald W. Minton, Professor<br>New Orleans Baptist Theological Seminary<br>3939 Gentilly Boulevard<br>New Orleans, La. 70126 |
| | Maryland |
| 31 | Beryl W. Williams, Dean of Continuing Education<br>Morgan State College<br>Baltimore, Md. 21212 |
| 32 | Einar R. Ryden, Professor<br>Agriculture and Extension Education<br>University of Maryland<br>College Park, Md. 20742 |
| | Massachusetts |
| 33 | Malcolm S. Knowles, Professor<br>Department of Adult and Higher Education<br>School of Education<br>Boston University<br>704 Commonwealth Avenue<br>Boston, Mass. 02215 |
| | Michigan |
| 34 | Russell J. Kleis, Professor<br>Department of Administration and Higher Education<br>421 Erickson Hall<br>Michigan State University<br>East Lansing, Mich. 48823 |
| 35 | Gale E. Jensen, Professor<br>School of Education<br>The University of Michigan<br>Ann Arbor, Mich. 48104 |
| 36 | Maurice Seay, Professor<br>College of Education<br>Western Michigan University<br>Kalamazoo, Mich. 49001 |

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

| Program number | |
|---|---|
| | **Mississippi** |
| 37 | Charles R. Aiken, Professor<br>Extension Education<br>Mississippi State University<br>P.O. Box 5406<br>State College, Miss. 39762 |
| | **Missouri** |
| 38 | Ralph C. Dobbs, Professor<br>Department of Higher and Adult Education<br>301 Hill Hall<br>University of Missouri<br>Columbia, Mo. 65201 |
| | **Nebraska** |
| 39 | Wesley C. Meierhenry, Chairman<br>Adult and Continuing Education<br>Teachers College<br>105 University High School<br>University of Nebraska<br>Lincoln, Nebr. 68508 |
| | **New York** |
| 40 | Angelica Cass, Assistant Professor<br>Adult and Community Education Program<br>School Services Department<br>City University of New York<br>138th Street and Convent Avenue<br>New York, N.Y. 10031 |
| 41 | Jack Mezirow, Director<br>Department of Higher and Adult Education<br>Teachers College - Columbia University<br>525 W. 120th Street<br>New York, N.Y. 10027 |
| 42 | J. Paul Leagans, Professor<br>Department of Education<br>109 Stone Hall<br>Cornell University<br>Ithaca, N.Y. 14850 |

Table 1. Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

| Program number | |
|---|---|
| | New York--continued |
| 43 | Kathleen Rhodes, Professor<br>College of Human Ecology<br>Cornell University<br>Ithaca, N.Y. 14850 |
| 44 | Dan Ganeles, Associate Professor<br>Adult Education<br>State University of New York at Albany<br>1400 Washington Avenue<br>Albany, N.Y. 12203 |
| 45 | Harlan G. Copeland, Associate Professor<br>School of Education<br>Syracuse University<br>105 Roney Lane<br>Syracuse, N.Y. 13210 |
| 46 | Jerome P. Lysaught, Professor<br>University of Rochester<br>Rochester, N.Y. 14627 |
| | North Carolina |
| 47 | Edgar J. Boone, Professor<br>Department of Adult Education<br>117 Ricks Hall<br>North Carolina State University<br>Raleigh, N. C. 27607 |
| 48 | Eugene R. Watson, Associate Professor<br>Department of Education<br>University of North Carolina<br>Chapel Hill, N. C. 27514 |
| | Ohio |
| 49 | William D. Dowling, Professor<br>Faculty of Special Services<br>College of Education<br>The Ohio State University<br>1945 N. High Street<br>Columbus, Ohio 43210 |

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

| Program number | |
|---|---|
| | Ohio--continued |
| 50,51 | Ralph E. Bender, Chairman of Agricultural Education<br>208 Agricultural Administration<br>The Ohio State University<br>Columbus, Ohio 43210 |
| | Oregon |
| 52 | Isabella McQuesten, Coordinator, Adult Education<br>Oregon State University<br>Corvallis, Oreg. 97331 |
| | South Carolina |
| 53 | Frank Commander, Director of Adult Education<br>School of Education<br>University of South Carolina<br>Columbia, S. C. 29208 |
| | South Dakota |
| 54 | Gerald L. Barchert, Academic Vice President<br>North American Baptist Seminary<br>1605 South Euclid Avenue<br>Sioux Falls, S. Dak. 57105 |
| | Tennessee |
| 55 | Donnie Dutton, Associate Professor<br>Memphis State University<br>Memphis, Tenn. 38111 |
| | Texas |
| 56 | Joe Davis Heacock, Dean<br>School of Religious Education<br>Southwestern Baptist Theological Seminary<br>Seminary Hill Station<br>Fort Worth, Tex. 76122 |
| | Utah |
| 57 | Alton P. Hadlock, Assistant Professor<br>Educational Administration<br>University of Utah<br>P.O. Box 200<br>Salt Lake City, Utah 84110 |

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

| Program number | |
|---|---|
| | **Virginia** |
| 58 | Paul J. Moore, Professor<br>Department of Extension Education<br>130 Smyth Hall<br>Virginia Polytechnic Institute and<br>State University<br>Blacksburg, Va. 24061 |
| | **Washington** |
| 59 | Charles Yackulic, Associate Professor<br>Seattle University<br>Seattle, Wash. 98122 |
| 60 | Lloyd B. Urdal, Chairman, Education Department<br>Adult Education<br>Washington State University<br>Pullman, Wash. 99163 |
| 61 | Richard Ferlinger, Director, Continuing Studies<br>Western Washington State College<br>Bellingham, Wash. 98225 |
| | **Wisconsin** |
| 62 | Burton W. Kreitlow, Professor<br>Office of Adult Education<br>University of Wisconsin<br>1815 University Avenue<br>Madison, Wis. 53706 |
| 63 | Russell D. Robinson, Professor<br>Department of Educational Administration<br>and Supervision<br>Room 104 Garland Hall<br>University of Wisconsin<br>Milwaukee, Wis. 53201 |
| 64,65 | Walter T. Bjoraker, Professor<br>Department of Agriculture and<br>Extension Education<br>University of Wisconsin<br>208 Agriculture Hall<br>Madison, Wis. 53706 |

Table 1.--Institutions training adult educators, with names, titles, and addresses of directors: United States, 1970-71--continued

| Program number | |
|---|---|
| | **Wyoming** |
| 66 | Glenn Jensen, Professor<br>Department of Adult Education<br>University of Wyoming<br>Laramie, Wyo. 82070 |

After all of the questionnaires had been received and the data processed, but before this report was published, the following persons were admitted to membership in the Commission of the Professors of Adult Education. Their admission reflects the official judgment of the Commission that graduate degree training programs for adult educators were then being conducted at the institutions which these professors represented. The institutions are listed in alphabetical order, by State.

67 Theodore J. Pinnock, Director
Human Resources Development Center
Tuskegee Institute
Tuskegee, Ala. 36088

68 Leon Levitt, Assistant Professor
School of Education
University of Southern California
University Park
Los Angeles, Calif. 90007

69 James Laforest, Assistant Professor
Division of Education
West Georgia College
Carrollton, Ga. 30117

70 Alan B. Knox, Director
Office of Continuing Education
and Public Service
College of Education
University of Illinois
Urbana, Ill. 61801

71 Kathleen Penfield, Assistant Professor
Graduate School of Education
Rutgers University
New Brunswick, N. J. 08903

72 Robert F. Berner, Dean
Division of Continuing Education
State University of New York
Buffalo, N. Y. 14214

73 Richard Mitchell
School of Education
Central State University
Edmond, Okla. 73034

74 Roger A. Axford, Director
Community-University Studies
Indiana University of Pennsylvania
Indiana, Pa. 15701

75 Robert E. Snyder, Director
Adult Education
College of Education
Temple University
Philadelphia, Pa. 19122

76 James Bromley, Associate Prof.
Department of Education
Woodward Hall
University of Rhode Island
Kingston, R. I. 02881

77 John M. Peters, Associate Prof.
Department of Continuing and
Higher Education
15 Henson Hall
University of Tennessee
Knoxville, Tenn. 37916

78 Donald F. Seaman, Associate Prof.
School of Education
Texas A and M University
College Station, Tex. 77843

79 Ray Varnado Clarke
Interprofessional Studies
College of Education
North Texas State University
Denton, Tex. 76201

80 Earl Jones, President
Incarnate Word College
San Antonio, Tex. 78209

81 Carroll A. Londoner, Asst. Prof.
School of Education
Virginia Commonwealth University
Richmond, Va. 23220

The following six institutions, which had stated in the October 1970 screening questionnaire that they did not have but were planning to establish a degree program for training adult educators, reported in response to the March 1972 followup questionnaire that they then had such a program for professional adult educators.

82 Sister Doreen O'Grady
President
Mount Saint Joseph College
Wakefield, R. I. 02879

83 Toni Powell
Director, Adult Education
Tennessee State University
Nashville, Tenn. 37203

84 Paul Quinn College
1020 Elm Street
Waco, Tex. 76703

85 Oscar L. Dorsey
Dean of Professional Schools
Southwest Texas State College
San Marcos, Tex. 78666

86 N. H. Shope
Dept. of Administration in Education
Appalachian State University
Boone, N. C. 28607

87 Dayton Rothrock, Professor
McPherson College
McPherson, Kans. 67460

Fourteen additional institutions responded to the March 1972 followup questionnaire by affirming their intention to establish a degree program for the preparation of adult educators by September 1973. The names of these institutions and the individuals who reported the plans are as follows:

1. Paul P. Cooke
District of Columbia Teachers College
11th and Harvard Streets, N. W.
Washington, D. C. 20009

2. Roman J. Verhaalen
Johns Hopkins University
Baltimore, Md. 21218

3. Thomas L. Monison
Bentley College of Accounting and Finance
Waltham, Mass. 02154

4. Philip W. Lown
Hebrew College
43 Hawes Street
Brookline, Mass. 02146

5. Anthony M. Brown
Carroll College
Helena, Mont. 59601

6. M. Patricia Nathen
College of Saint Mary
72nd and Mercy Road
Omaha, Nebr. 68124

7. Kirk E. Naylor
University of Nebraska at Omaha
Omaha, Nebr. 68132

8. Larry G. Lemmel
Franconia College
Franconia, N. H. 03580

9. J. Osborne Fuller
Fairleigh Dickenson University
Rutherford, N. J. 07070

10. Boyd C. Patterson
Washington and Jefferson College
Washington, Pa. 15301

11. M. Maceo Nance, Jr.
South Carolina State College
Orangeburg, S. C. 29115

12. John F. Potts
Voorhees College
Denmark, S. C. 29042

13. Dumont F. Kenny
Cuny York College
158-11 Jewel Avenue
Flushing, N. Y. 11365

14. Leonard W. Rice
Oregon College of Education
Monmouth, Oreg. 97361

Programs Offered

Descriptive information on each of the 66 programs offered by the institutions that completed questionnaires appears in table 2. Data presented indicate the formal name of the program; the number of full-time

and part-time faculty in 1970-71; the total number of students enrolled in 1969-70 and 1970-71; primary emphasis, level of training, and when programs were first initiated; and the total number of degrees awarded, by level, since the program was instituted. This tabulation follows the same order of institutions utilized in table 1.

Details in table 2 show that of the 208 faculty members involved in training adult educators, 101 were employed full time and 107 part time. While the totals are obviously affected by the lack of data from some institutions, the number of students in these programs increased from at least 2,623 in 1969-70 to at least 2,968 in 1970-71. For all schools reporting these data, the total number of graduates ever trained in adult education was 4,453, not all schools reported their total graduates.

## Geographical Distribution

Degree programs for preparing professional adult educators were identified in 32 States and the District of Columbia. No programs were reported in the following 18 States and 3 other areas: Alaska, Arkansas, Delaware, Hawaii, Idaho, Maine, Minnesota, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Dakota, Oklahoma, Pennsylvania, Rhode Island, Vermont, West Virginia, Guam, Puerto Rico, and the Virgin Islands. However, it should be noted that in the March 1972 followup survey, programs were reported as currently in existence or in the process of development in several of these areas. Rhode Island later began programs. Figure 1 shows the geographical distribution of those programs which have been adequately documented. Institutional reference numbers are taken from table 1, and from numbers used to identify schools which have added programs.

Table 2.--Institutions training adult educators, by name of program, full-time and part-time faculty in 1970-71, level of programs offered with 1969-70 and 1970-71 enrollments, and total degrees ever awarded: United States

| Name of institution | Name of program | Number of faculty, 1970-71 | | Level of program offered (starting date)[1] and emphasis | Student enrollment | | Number of graduates since program began |
|---|---|---|---|---|---|---|---|
| | | Full-time | Part-time | | 1969-70 | 1970-71 | |
| Auburn University | Adult education | 1 | 2 | BS (1968) Vocational Technical education | -- | 9 | 1 |
| | | | | MS (1968) Vocational Technical Education | 15 | 11 | 5 |
| | | | | EdD (1971) Program Planning | -- | -- | - |
| | | | | Special Degree (1971) | -- | 16 | |
| Arizona State University | Adult education | 2 | 2 | MA (1965) Program Planning | 60 | NA | 50 |
| | | | | EdD & PhD (1965) Program Planning | 70 | NA | 9 |
| University of Arizona | Adult & continuing education | - | 1 | MA (1970) Continuing Education and MEd for the Professions | 3 | 3 | NA |
| Azusa Pacific College | Family counseling | 1 | 3 | MA (1971) Adult Basic Education | — | 341 | NA |
| Azusa Pacific College | Community development, extension education | - | 5 | MA (1969) Curriculum | 65 | NA | 20 |
| San Francisco State College | Adult education | 1 | - | MA | NA | NA | NA |
| United States International University[2] | NA | NA | NA | NA | NA | NA | NA |
| University of California at Berkeley | Adult education | 2 | - | MA (1947) Adult Basic Education | - | 5 | NA |
| | | | | EdD & PhD (1947) Adult Basic Education | - | 27 | NA |
| University of California at Los Angeles | Adult education | 2 | - | MA (1946) Community Development | 3 | 2 | 23 |
| | | | | EdD (1946) Community Development | 3 | | |
| | | | | PhD (1968) Community Development | 28 | 16 | 39 |
| | | | | Special Degree (1970) | - | 3 | |
| Colorado State University | Continuing education | 2 | - | MEd (1960) Program Planning | 20 | 15 | 75 |
| University of Connecticut | Adult education | - | 4 | MA | 24 | 30 | 12 |
| | | | | PhD | 8 | 11 | 3 |
| Federal City College | Community development | 7 | 10 | BA | - | 3 | |
| | | | | MA | - | - | |
| George Washington University | Adult education human resource development | 1 | 1 | MA (1955) Curriculum | NA | 57 | |
| | | | | EdD (1955) Curriculum | NA | 11 | |
| | | | | EdS (1955) Curriculum | | | |
| Howard University | Adult & continuing education | 1 | 1 | MA (1965) Adult Basic Education | | | |
| | | | | MEd (1968) Adult Basic Education | 15 | 14 | 3 |
| | | | | CAS (1968) Adult Basic Education | 2 | 1 | |
| Florida Atlantic University | Adult education community education | 1 | - | MA (1964) | NA | 60 | NA |
| | | | | EdD (1970) | NA | NA | NA |
| Florida State University | Adult education | 4 | 2 | MA (1958) Adult Basic Education and MS | 30 | 30 | 15 |
| | | | | EdD & PhD (1958) Adult Basic Education | 70 | 70 | 35 |
| | | | | Special Degree (1970) | - | 1 | - |
| University of South Florida | Adult & vocational education | 3 | 1 | MA (1968) | 72 | 80 | 27 |
| Georgia Southern College | Adult education | 1 | 1 | MEd (1971) Program Planning | - | 23 | - |

See footnotes at end of table.

Table 2.--Institutions training adult educators, by name of program, full-time and part-time faculty in 1970-71, level of programs offered with 1969-70 and 1970-71 enrollments, and total degrees ever awarded: United States--Continued

| Name of institution | Name of program | Number of faculty, 1970-71 | | Level of program offered (starting date)[1] and emphasis | Student enrollment | | Number of graduates since program began |
|---|---|---|---|---|---|---|---|
| | | Full-time | Part-time | | 1969-70 | 1970-71 | |
| University of Georgia | Adult education | 4 | 2 | MA (1967) Adult Basic Educ. & MS | 20 | 12 | 17 |
| | | | | EdD (1967) Continuing Educ. for the Professions | 40 | 23 | 5 |
| University of Chicago | Adult education | 1 | 1 | MA (1935) Program Planning | 11 | 9 | NA |
| | | | | PhD (1935) Curriculum | 45 | 22 | 77 |
| | | | | CAS (1965) | 2 | 1 | |
| Ball State University[2] | NA | NA | NA | NA | NA | NA | NA |
| Indiana University | Adult education | 4 | -- | MA & MS (1948) Adult Basic Education | 20 | 21 | 67 |
| | | | | EdD & PhD (1948) Curriculum | 59 | 51 | 70 |
| | | | | Special Degree (1970) | -- | 14 | -- |
| Iowa State University | Adult & extension education | - | 3 | MS Continuing Educ. for the Professions | 10 | 11 | -- |
| | | | | PhD (1958) Continuing Educ. for the Professions | 6 | 8 | 2 |
| University of Iowa | Adult education | 1 | 1 | MA (1948) | 30 | 13 | NA |
| | | | | PhD (1948) | | | |
| Kansas State University | Adult education | 2 | 3 | MS (1970) Adult Basic Educ. | NA | 15 | -- |
| | | | | PhD (1969) " " " | NA | 12 | -- |
| Morehead State University | Adult & continuing educ. | -- | 4 | MA (1970) 1 Adult Basic Educ. | -- | 25 | 1 |
| Louisiana State University | Extension educ. | - | 4 | MS (1950) Program Planning | 87 | 72 | 226 |
| | | | | EdD (1969) Curriculum | 13 | 24 | 1 |
| New Orleans Baptist Theological Seminary | Adult education | 1 | -- | MRE Education for Family Life | 160 | NA | NA |
| | | | | EdD | 20 | NA | 5 |
| | | | | EdS | NA | | 5 |
| Morgan State College | Adult education | -- | 2 | BS | NA | NA | |
| | | | | MS | -- | NA | |
| University of Maryland | Extension education | 3 | -- | BS Continuing Educ. for the Professions | -- | 26 | NA |
| | | | | MS Program Planning | -- | 9 | NA |
| | | | | PhD (1969 Program Planning | 8 | 8 | NA |
| | | | | AGS | NA | NA | |
| Boston University | Adult education | 3 | -- | MEd (1960) Program Planning | 76 | 87 | 157 |
| | | | | EdL (1960) Evaluation | 79 | 147 | 37 |
| | | | | CAGS (1960) | 11 | 40 | -- |
| Michigan State University | Continuing education | 1 | 5 | MA (1961) Adult Basic Educ. | 31 | 36 | NA |
| | | | | EdD & PhD (1956) Curriculum | 63 | 52 | 65 |
| | | | | EdS (1966) Curriculum | 11 | 14 | |
| University of Michigan | Community development | 1 | 4 | MA (1946) Community Development & MS | 20 | 28 | NA |
| | | | | EdD & PhD (1946) Community Development | 40 | 41 | 60 |
| Western Michigan University | Community education | -- | 6 | MA (1953) Education for Self-Fulfillment | 150 | 150 | 9 |
| | | | | EdD (1966) Education for Self-Fulfillment | 60 | 60 | 25 |
| | | | | EdS (1966) | -- | 72 | |
| Mississippi State University | Adult education | 1 | -- | MEd (1968) Adult Basic Educ. | 13 | 16 | 4 |
| | | | | EdD (1968) Program Planning | 1 | 2 | NA |
| | | | | CSP (1968) | 1 | 2 | |
| University of Missouri | Adult & higher education | 3 | 1 | MS (1966) Program Planning | 11 | 15 | 7 |
| | | | | EdD (1970) & PhD | NA | 17 | 0 |
| | | | | EdS | NA | 6 | |
| University of Nebraska | Adult education | 3 | 1 | MA (1960) Community Development | 15 | 26 | 10 |
| | | | | PhD (1960) Program Planning | 30 | 64 | 22 |
| City University of New York | Adult & community educ. | 1 | 3 | MS (1967) Adult Basic Educ. | 49 | NA | 45 |
| Columbia University (Teachers College) | Adult & continuing educ. | 5 | -- | MA (1930) Program Planning | 22 | 20 | NA |
| | | | | EdD & PhD (1930) | 26 | 30 | 74 |
| | | | | Diploma | NA | 2 | NA |
| Cornell University (Education) | Extension education | 3 | -- | MS (1949) Cont. Educ. for Prof. | 12 | 12 | 214 |
| | | | | EdD (1954) " " " " | 15 | 12 | 91 |
| | | | | PhD (1947) " " " " | | | |

See footnotes at end of table.

Table 2.--Institutions training adult educators, by name of program, full-time and part-time faculty in 1970-71, level of programs offered with 1969-70 and 1970-71 enrollments, and total degrees ever awarded: United States--Continued

| Name of institution | Name of program | Number of faculty, 1970-71 | | Level of program offered (starting date)[1] and emphasis | Student enrollment | | Number of graduates since program began |
|---|---|---|---|---|---|---|---|
| | | Full-time | Part-time | | 1969-70 | 1970-71 | |
| Cornell University (College of Human Ecology) | Education services | -- | 5 | BS (1971) Community Development | -- | 10 | -- |
| State University of New York at Albany | Adult basic and continuing education | 2 | 0 | MS (1969) | 15 | NA | 1 |
| Syracuse University | Adult education | 6 | -- | MA (1952) & MS | 6 | 11 | 17 |
| | | | | EdD & PhD (1952) | 8 | 17 | 6 |
| | | | | CAS (1952) | -- | NA | |
| University of Rochester | Continuing education | -- | 1 | MS (1968) | 40 | 52 | 3 |
| North Carolina State University | Adult and community college education | 6 | -- | MS & MEd (1964) Curriculum | 150 | 65 | 181 |
| | | | | EdD (1964) Program Planning | 52 | 45 | 67 |
| University of North Carolina | Adult education | 1 | 4 | MA & MEd (1965) Continuing Educ. for the Professions | 9 | 10 | 6 |
| | | | | PhD (1965) | 5 | 5 | 1 |
| Ohio State University (College of Education) | Adult education | 2 | -- | MA (1943) Program Planning | 28 | NA | NA |
| | | | | PhD (1950) Continuing Educ. for the Professions | 34 | NA | NA |
| Ohio State University | Adult & voc. educ.; extension administration | 6 | -- | BS Vocational Technical Educ. | NA | 181 | 1924 |
| | | | | MS | 126 | 54 | 283 |
| | | | | PhD | 45 | 45 | 102 |
| Ohio State University | Adult & voc. educ.; extension administration | | 4 | BS Program Planning | NA | NA | NA |
| | | | | MS | 19 | NA | 59 |
| | | | | PhD | 18 | NA | 24 |
| Oregon State University | Adult education | NA | NA | MEd (1968) Program Planning | 53 | NA | 1 |
| | | | | EdD (1968) | NA | NA | NA |
| University of South Carolina | Adult & continuing educ. | 1 | -- | MEd (1970) Program Planning | -- | 14 | -- |
| North American Baptist Seminary | Continuing education | -- | 5 | MA (1971) Continuing Educ. for the Professions | NA | 38 | NA |
| Memphis State University | Adult education | 1 | -- | MEd (1971) Curriculum | 15 | 20 | -- |
| Southwestern Baptist Theological Seminary | Adult religious educ. | 2 | -- | MRE | 2 | 10 | NA |
| | | | | EdD (1971) | NA | NA | -- |
| University of Utah | Adult educ. administration | -- | 1 | MEd Continuing Educ. for Women | 10 | NA | 5 |
| | | | | EdD English as a Second Language | 3 | 12 | 3 |
| | | | | CAAEP | NA | -- | |
| Virginia Polytechnic Institute | Adult & continuing educ. | -- | 4 | MS (1971) Curriculum | 12 | 8 | 29 |
| | | | | EdD (1971) Evaluation | NA | 1 | -- |
| Seattle University | Adult educ. administration | 1 | 1 | MA & MS | 24 | 34 | 25 |
| | | | | MEd | NA | NA | -- |
| Washington State University | Extension education | 1 | -- | MEX (1961) Program Planning | 8 | 10 | 56 |
| Western Washington State College | Adult educ. administration | -- | 1 | MEd Community Development | -- | 10 | |
| University of Wisconsin-Madison (Adult Education) | Adult education | 3 | -- | MA & MS (1951) Program Planning | 14 | NA | 27 |
| | | | | PhD (1953) | 36 | NA | 83 |
| University of Wisconsin-Milwaukee (Dept. of Educational Adm. and Supervision) | Adult education | 1 | -- | MS (1965) Adult Education Administration | 54 | 54 | |
| | | | | SPC (1968) | 7 | 7 | |
| University of Wisconsin-Madison (Dept. of Agriculture and Extension) | Extension administration; extension Educ. | -- | 6 | BS, BA | NA | NA | NA |
| | | | | MS (1954) Continuing Educ. for the Professions | 43 | 52 | 129 |
| | | | | PhD (1954) | 32 | 30 | 30 |
| University of Wyoming | Adult education | 2 | 2 | MA (1956) Community Development | 5 | 7 | |
| | | | | EdD & PhD (1956) | 11 | 13 | |

[1]Abbreviations for degrees are as follows: AGS (Advanced Graduate Specialist), BA (Bachelor of Arts), BS (Bachelor of Science), CAGS (Certificate of Advanced Graduate Study), CAS (Certificate of Advanced Study), CAAEP (Certificate in Administration of Adult Education Programs), CSP (Certificate of Specialization), EdD (Doctor of Education), EdS (Education Specialist), MA (Master of Arts), MEd (Master of Education), MEX (Master of Extension), MRE (Master of Religious Education), MS (Master of Science), PhD (Doctor of Philosophy), SPC (Certificate Specialist).

[2]These institutions did not respond to the survey, but are known from other sources to be operating programs.

Figure 1.—Geographical distribution of programs for training adult educators

NOTE.—See table 1 for identification of reference numbers in States.

## Level of Training

The respondents reported nine programs at the undergraduate level, with a primary emphasis on bachelor of science programs in agricultural and vocational education. Twenty-six institutions offered master of arts degree programs; 24 institutions offered master of science degree programs; and 17 institutions offered the equivalent of a master's degree designated by some other name. Doctor of education programs were offered by 26 institutions and doctor of philosophy programs by 25. Seventeen institutions offered special degrees, awarding certificates rather than master's or doctor's degrees.

Table 3 shows the numbers of institutions offering various curricula and indicates the time periods in which they were established.

Table 3.--Number of institutions training adult educators, by level, type of degree, and year of inception: United States, 1930-1971

| Period or year | Undergraduate level | | Master's level | | | Doctor's level | | |
|---|---|---|---|---|---|---|---|---|
| | B.A. | B.S. | M.A. | M.S. | Other[1] | Ed.D. | Ph.D. | Special |
| 1930-49[2] | | | 8 | 2 | | 5 | 7 | |
| 1950-59 | | | 6 | 3 | 1 | 6 | 8 | 2 |
| 1960-69 | | 1 | 4 | 7 | 8 | 8 | 6 | 7 |
| 1970 | | | 2 | 1 | 1 | 2 | - | 3 |
| 1971 | | 1 | 2 | 1 | 2 | 3 | | 1 |
| Year not specified | 2 | 5 | 4 | 10 | 5 | 2 | 4 | 4 |

[1]Other master's degrees: include master of education (14), master of extension (1), and master of religious education (2).

[2]Ohio State University (institutional program code No. 54), reported that its first undergraduate obtained his degree in 1920, its first master in 1926, its first doctor in 1938 (see table 48). It did not, however, provide answers to the question of year of initiation of program (see table 35).

## Program Designations

Degree programs for the preparation of professional adult educators are identified by a variety of names. The fact that the name used to designate each program differs from the name of the academic unit offering it further complicates the situation. However, the number of institutions offering instructional programs which were reported to be using 1 or more of the 17 names listed below are as follows:

| | Program designation | Number of institutions |
|---|---|---|
| 1. | Adult Education | 29 |
| 2. | Adult and Continuing Education | 6 |
| 3. | Extension Education | 6 |
| 4. | Continuing Education | 4 |
| 5. | Adult Education Administration | 3 |
| 6. | Community Development | 3 |
| 7. | Adult and Vocational Education | 2 |
| 8. | Community Education | 2 |
| 9. | Extension Administration | 2 |
| 10. | Adult and Community College Education | 1 |
| 11. | Adult and Community Education | 1 |
| 12. | Adult and Extension Education | 1 |
| 13. | Adult and Higher Education | 1 |
| 14. | Adult Basic and Continuing Education | 1 |
| 15. | Adult Religious Education | 1 |
| 16. | Educational Services | 1 |
| 17. | Human Resource Development | 1 |
| 18. | No Response | 2 |

## Institutional Program Area Emphases

The questionnaire requested each respondent to choose from a listing of 23 program areas in ranking up to 5 areas in order of importance in the institutional program. Areas of emphasis were derived from the 1960 Handbook of Adult Education in the United States. In table 4, the number of institutional programs ranking each of 23 areas of emphasis is shown by degree level.

Because only four institutional programs provided rankings on areas of emphasis at the undergraduate level the data were considered to be inconclusive in reflecting general characteristics of this level of study in adult education degree programs.

At the master's level, program planning was ranked first in order of importance in 17 institutional programs and second in order of importance by 8 institutions. These rankings show the primary importance given to the area of program planning in master's degree level study. Adult basic education was given a first or a second ranking in 14 institutional programs and 12 additional programs ranked it third to fifth in importance. Five other institutional programs indicated

Table 4.--Ranking of adult education program emphases, by level and by institutions: United States, 1970-71[1]

| Area of emphasis | Undergraduate level | | | | | Master's level | | | | | Doctor's level | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Adult basic education | | 1 | | | | 8 | 6 | 3 | 6 | 3 | 3 | 1 | 3 | 1 | 5 |
| English as a 2nd language | | | | | | | 1 | 1 | | | | | | | |
| Reading | | | | | | | | 2 | | | | 2 | | | |
| ABE Other 1 | | | | | | 3 | 1 | | | 2 | 2 | 1 | | | 1 |
| ABE Other 2 | | | | | | | 1 | | | | | | | | 1 |
| Community development | 1 | | 1 | | 1 | 5 | 4 | 4 | 7 | 9 | 3 | 4 | 1 | 6 | 5 |
| Continuing education for professions | 1 | | | | | 6 | 1 | 3 | 2 | 3 | 9 | 3 | 2 | 3 | 2 |
| Continuing education for women | | 1 | | | | 1 | 1 | 1 | 1 | | | 1 | 2 | | |
| Curriculum and content | | 2 | 1 | | | 3 | 7 | 8 | 5 | 1 | 1 | 6 | 5 | 1 | 3 |
| Program planning | | | | 1 | | 17 | 8 | 2 | 3 | 4 | 12 | 4 | 3 | 4 | 2 |
| Evaluation | | | | | | | 6 | 8 | 4 | 2 | 2 | 4 | 5 | 3 | 1 |
| Curriculum and content other 1 | | | | | | 2 | 5 | 3 | 1 | 1 | | 1 | 4 | 2 | 1 |
| Curriculum and content other 2 | | | | | | | | 1 | 1 | 1 | 2 | 1 | 1 | | |
| Education for aging | | | 1 | | | | 2 | 1 | 3 | 1 | | | | 3 | |
| Education for family life | | | | | 1 | | 2 | | | 1 | | 2 | | | |
| Education for public responsibility | | | | 1 | | | 1 | 1 | 4 | 5 | | | 2 | 5 | 3 |
| Education for self fulfillment | | | | | 1 | 1 | 1 | 2 | 1 | 1 | | | 1 | 1 | 1 |
| Education for social responsibility | | | | | | 1 | 1 | 1 | 1 | 3 | | 1 | | 2 | 2 |
| Health education | | | | 1 | | | | 1 | 1 | | | | | | |
| Recreational education | | | | | | | | 1 | 1 | | | | | 1 | |
| Vocational technical education | 2 | | | | | 3 | 1 | 3 | 2 | 1 | 1 | 1 | 3 | 1 | |
| Other 22 | | | | | | | 1 | | | | | 1 | | | |
| Other 23 | | | | | | | | 1 | | | | | 1 | | |
| No response | 7 | 7 | 8 | 8 | 8 | 14 | 14 | 17 | 21 | 26 | 9 | 9 | 11 | 13 | 18 |
| Not applicable | 55 | 55 | 55 | 55 | 55 | 2 | 2 | 2 | 2 | 2 | 21 | 21 | 21 | 21 | 21 |

[1]Two "other" categories are presented to indicate that more than one write-in answer was provided by a school.

some specialized area of adult basic education as having a first or a second ranking. Although the data were inadequate to reflect changes in emphasis, the Federal financial assistance which has been provided to stimulate and to support work in this area has probably served to raise the ranking of adult basic education as an area of emphasis in older programs and to encourage the establishment of new programs with basic education as their primary thrust. If the source of funds and the priorities of funding organizations do account for the establishment of new programs and the modification of existing ones, the importance of preparing persons to work in adult basic education may even come to depose program planning from its pre-eminence in master's degree programs.

At the doctoral level, program planning was ranked first in importance, followed by continuing education for the professions, community development, curriculum, and evaluation. Adult basic education was listed at fifth rank or above by 13 institutional programs.

## Internships

Internships have been required in the medical field because students come to their professional training devoid of experience in that profession. Such is not the case in the adult education field in which the typical graduate student has had several years of practical work experience, often as a practicing adult educator, before beginning a graduate study program. For this reason, most of the internship programs in adult education are offered on an optional basis. A summary of the data collected on the number and status of internships in programs at different levels is listed below:

| Internship status | Number of institutional programs | | |
|---|---|---|---|
| | Undergraduate level | Master's level | Doctor's level |
| Yes, optional | 5 | 35 | 33 |
| Yes, mandatory | 0 | 1 | 0 |
| No | 2 | 19 | 5 |
| No response & other | 59 | 11 | 28 |

## Functions for Which Students Were Being Prepared

Respondents to the main questionnaire were asked to estimate the percentages of students being prepared to perform each of five major AE functions: administration, counseling, research, teaching, and further studies. Space was provided for listing any additional functions.

Two of the undergraduate programs emphasized preparation for teaching. Yet, counseling emerged as the main function for which undergraduate students in adult education were being trained.

At the master's level, teaching and administration were, in that order, the functions which most students were being prepared to perform.

At the doctoral level the emphasis was reversed, with administration named as the most common function, followed by teaching and research. Despite the tradition that a Ph.D. program is research oriented, only five institutions reported that they were preparing 30 percent or more of their students primarily to perform this function.

Overall, the data indicate that adult education programs at the undergraduate or graduate degree levels were serving to prepare their students for careers in administration or teaching. No other function was nearly as important as these two, although 26 programs professed that they were preparing between 5 and 33 percent of their students for research careers.

Graduates

The contribution each of the 66 institutions had made to the preparation of the total number of degree holders in adult education is given in table 2.

Eight institutions offered training for adult educators at the bachelor's level. One institution, Ohio State University, had produced nearly 99 percent of all the undergraduate degree holders reported in the survey. Federal City College, which reported an unusually large undergraduate enrollment in adult education, is a new institution and had yet to graduate many students.

At the graduate level, 60 of the institutions offered training at the master's level and 38 at the doctor's. Ohio State University is noted again for its production of adult educator specialists, having 102 doctoral alumni. The next ranking institutions were Cornell University (91), The University of Wisconsin (83), and The University of Chicago (77). Seventeen institutions had each conferred 18 or more doctoral degrees.

The number of institutions entering the field is increasing and some of the newer programs are conferring larger numbers of doctoral degrees annually than the older programs. Accordingly, the relative influence of the various institutional programs is likely to change considerably during the next decade.

Academic Backgrounds of Professors

As universities begin to regard a new occupational specialty as one which should require university preparation, the faculty members who are hired to conduct such professional preparation courses and programs must be

drawn from the established disciplines already accepted as appropriate areas of university study. The first professors in an institution which is the first to accept a new field must be drawn from other disciplines. Then, as other universities establish courses and programs in the new area, they must choose between hiring the graduates of the first such program to be developed or hiring faculty members whose academic preparation is in some other field. To assess the general situation within the field of adult education, data were collected to show both the degree levels and areas of academic preparation of university adult education faculty members both at the time of the inception of the program and currently. These data appear in table 5.

Forty-one (48 percent) of the 86 individuals having doctorates at the time the various programs were initiated had earned them in adult education. At the time of the survey there were 179 doctoral degrees reported for the faculty in the 66 institutional programs. Of that number 94 (53 percent) had been earned in adult education. Faculty members in adult education consisted of individuals whose academic preparation included psychology, counseling, administration, higher education, or any of a number of other subfields of education rather than having been restricted to candidates who had earned a doctorate in adult education.

Approximately 10 percent of the master's degrees held by adult education professors were earned in agriculture or agricultural education, a possible reflection of a movement from within the ranks of the cooperative extension service into professional posts in adult education.

Respondents were asked to indicate, as shown in table 6, the name of the college or university which granted the master's and doctor's degrees held by the directors and professors of adult education training programs, both when the program began (inception) and during 1970-71.

Ninety-one out of the 162 degrees reported for the initial faculty members in each program had been conferred by a total of 20 institutions. Within this group, four institutions had granted almost half (43) of the master's and doctor's degrees. These institutions and the number of degrees they had conferred on those who became the first faculty members in other adult education degree training programs are as follows: Ohio State University, 13; University of Chicago, 12; University of Wisconsin, 12; and University of Minnesota, 8.

Table 5.--Graduate academic preparation of trainers of adult educators: United States, at inception of the degree programs and 1970-71

| Field of study[1] | Master's degree | | Doctor's degree | |
|---|---|---|---|---|
| | At inception of program | 1970-1971 | At inception of program | 1970-1971 |
| | (Number of faculty members) | | | |
| Agriculture | 3 | 4 | 3 | 2 |
| Education, general | 7 | 23 | 11 | 23 |
| Education, higher | 0 | 0 | 3 | 6 |
| Education, adult & continuing | 30 | 53 | 41 | 94 |
| Educational psychology | 6 | 11 | 7 | 11 |
| Educational testing | 2 | 3 | 2 | 1 |
| Educational administration | 4 | 17 | 4 | 14 |
| Education, reading | 1 | 1 | 0 | 0 |
| Medicine | 0 | 0 | 0 | 1 |
| English | 0 | 4 | 0 | 2 |
| Philosophy | 0 | 1 | 1 | 1 |
| Physical science | 11 | 16 | 0 | 0 |
| Psychology | 1 | 2 | 2 | 3 |
| Social science, general | 2 | 9 | 1 | 2 |
| Anthropology | 0 | 0 | 0 | 1 |
| History | 3 | 3 | 2 | 2 |
| Geography | 0 | 1 | 0 | 0 |
| Political science | 1 | 3 | 0 | 2 |
| Sociology | 2 | 3 | 8 | 14 |
| Total | 73 | 154 | 86 | 179 |
| No response | 121 | 147 | 98 | 113 |
| Not applicable | 70 | 93 | 80 | 104 |
| Total | 264 | 394 | 264 | 396 |

[1]Field of study is taken from A Taxonomy of Instructional Programs in Higher Education (U.S. Office of Education, OE-50064, 1970).

Table 6.--Number of master's and doctor's degrees held by trainers of adult educators, by institution awarding degree: United States, at inception and 1970-71

| Institution | Master's degree | | Doctor's degree | |
|---|---|---|---|---|
| | At inception | 1970-71 | At inception | 1970-71 |
| Alabama State University | 0 | 0 | 0 | 1 |
| Arizona State University | 2 | 2 | 0 | 2 |
| University of Arizona | 0 | 2 | 0 | 0 |
| Auburn University | 2 | 2 | 0 | 0 |
| Barnard College of Columbia University | 1 | 1 | 1 | 3 |
| Baylor University | 0 | 1 | 0 | 0 |
| Boston University | 0 | 1 | 0 | 1 |
| Brigham Young University | 0 | 0 | 0 | 1 |
| University of California at Berkeley | 0 | 0 | 0 | 2 |
| University of California at Los Angeles | 1 | 1 | 3 | 4 |
| California State College | 1 | 1 | 0 | 0 |
| California State Polytechnic College | 0 | 2 | 0 | 0 |
| University of Chicago | 3 | 5 | 9 | 17 |
| Chico State College | 1 | 1 | 0 | 0 |
| City College of City University of New York | 0 | 1 | 0 | 1 |
| University of Colorado | 0 | 1 | 0 | 2 |
| Columbia University | 2 | 2 | 1 | 3 |
| Cornell University | 2 | 1 | 1 | 0 |
| University of Denver | 0 | 1 | 0 | 0 |
| Eastern Michigan University | 1 | 1 | 0 | 0 |
| Fisk University | 1 | 1 | 0 | 0 |
| University of Florida | 0 | 3 | 1 | 2 |
| Florida State University | 3 | 3 | 2 | 14 |
| George Washington University | 0 | 0 | 0 | 1 |
| University of Georgia | 0 | 0 | 1 | 1 |
| Hartford Seminary Foundation | 0 | 0 | 0 | 1 |
| Hebrew Union College | 0 | 0 | 1 | 0 |
| Howard University | 0 | 1 | 0 | 0 |
| University of Illinois | 0 | 2 | 1 | 3 |
| Indiana State University | 1 | 1 | 0 | 0 |
| Indiana University | 2 | 5 | 3 | 7 |
| University of Iowa | 0 | 2 | 2 | 1 |
| Iowa State University | 0 | 2 | 0 | 2 |
| University of Kansas | 2 | 2 | 0 | 0 |
| Kansas State University | 2 | 1 | 0 | 0 |
| University of Kentucky | 0 | 0 | 0 | 1 |
| Louisiana State University | 1 | 6 | 0 | 3 |
| University of Maryland | 1 | 4 | 1 | 0 |
| University of Michigan | 1 | 2 | 1 | 4 |
| Michigan State University | 0 | 3 | 2 | 6 |
| University of Minnesota | 5 | 6 | 3 | 7 |
| University of Missouri | 0 | 1 | 1 | 3 |
| Murray State University | 0 | 1 | 0 | 0 |

Table 6.--Number of master's and doctor's degrees held by trainers of adult educators, by institution awarding degree: United States, at inception and 1970-71--Continued

| Institution | Master's degree | | Doctor's degree | |
|---|---|---|---|---|
| | At inception | 1970-71 | At inception | 1970-71 |
| University of Nebraska | 0 | 5 | 0 | 3 |
| New Mexico State University | 0 | 0 | 1 | 1 |
| New Orleans Baptist Theological Seminary | 1 | 1 | 1 | 1 |
| New York State College of Agricultural and Life Science | 3 | 5 | 4 | 6 |
| University of North Carolina | 0 | 2 | 1 | 1 |
| North Carolina State University | 3 | 6 | 0 | 2 |
| Northern Illinois University | 1 | 1 | 0 | 0 |
| Northwestern University | 1 | 2 | 1 | 2 |
| Ohio State University | 9 | 13 | 4 | 10 |
| Oklahoma State University | 1 | 2 | 0 | 0 |
| University of Oregon | 0 | 1 | 0 | 1 |
| Oregon State University | 1 | 1 | 0 | 0 |
| Princeton Theological Seminary | 2 | 2 | 1 | 1 |
| Purdue University | 1 | 1 | 0 | 0 |
| Radcliffe College | 1 | 1 | 0 | 0 |
| University of Rochester | 0 | 1 | 1 | 2 |
| Rutgers University | 0 | 1 | 0 | 0 |
| University of South Carolina | 1 | 1 | 0 | 0 |
| University of South Dakota | 1 | 0 | 0 | 0 |
| University of South Florida | 0 | 1 | 0 | 0 |
| University of Southern California | 0 | 0 | 5 | 6 |
| Southwestern Baptist Theological Seminary | 2 | 3 | 2 | 3 |
| Stanford University | 0 | 1 | 0 | 1 |
| State University of New York at Albany | 1 | 1 | 0 | 0 |
| Syracuse University | 0 | 2 | 1 | 2 |
| Teachers College, Columbia University | 1 | 2 | 1 | 4 |
| University of Tennessee | 1 | 1 | 1 | 0 |
| University of Texas | 0 | 1 | 0 | 1 |
| Transylvania University | 0 | 1 | 0 | 0 |
| Union Theological Seminary in Virginia | 1 | 0 | 0 | 0 |
| University of Utah | 1 | 1 | 0 | 0 |
| University of Vermont & State Agricultural College | 1 | 1 | 0 | 0 |
| University of Washington | 0 | 1 | 0 | 0 |
| Washington State University | 0 | 0 | 1 | 1 |
| Wayne State University | 0 | 1 | 0 | 2 |
| Western State College | 0 | 1 | 0 | 0 |
| University of Wisconsin | 4 | 16 | 8 | 26 |
| University of Wyoming | 1 | 1 | 3 | 4 |
| Yale University | 0 | 0 | 3 | 2 |

## CONCLUSIONS AND IMPLICATIONS

### Conclusions

A review of the data provided by the respondents and the process of gathering this information led to the following conclusions:

1. Individuals who responded to questionnaires mailed to the offices of presidents of 4-year and some 2-year colleges and universities were not acquainted with the concept of adult education as a field of study. The term was widely misinterpreted, despite an accompanying definition, to mean educational programs for adult students.

2. At least one-third of the institutions represented in the membership of the Commission of the Professors of Adult Education returned the screening questionnaires to the investigators, indicating that no such degree program was conducted at their institution. Evidently, the personnel in the office of the president of these institutions are not aware of the existence of some longstanding degree programs.

3. Questionnaires were returned by 61 institutions offering one or more degree programs for training adult educators. This number is more than twice the number of institutions from which data were collected in the most recent survey of the membership of the Commission of the Professors of Adult Education.

4. Ninety-eight institutions responded to the initial questionnaire by indicating that although they did not then have a degree program for training adult educators, each planned to establish one by September 1973. These responses must be viewed with appreciable uncertainty because nearly seven-eighths of the institutions which reported that they already had such a program were subsequently found to have misinterpreted the intended meaning of the term "degree program for training adult educators."

5. No degree training opportunities in adult education were reported by institutions when the survey was made in 1971 in the following States and outlying areas:

| | | |
|---|---|---|
| Alaska | Montana | Pennsylvania |
| Arkansas | Nevada | Rhode Island |
| Delaware | New Hampshire | Vermont |
| Hawaii | New Jersey | West Virginia |
| Idaho | New Mexico | Guam |
| Maine | North Dakota | Puerto Rico |
| Minnesota | Oklahoma | Virgin Islands |

6. Professors in degree programs in adult education have heterogeneous backgrounds academically, a condition which may hinder communication among them. This creates a wider base for enriched training, but the diversity requires special effort to develop a common bond of professional interests.

7. The following institutions had conferred doctorates to 10 or more persons who had become professors of adult education:

| | |
|---|---|
| University of Wisconsin | 25 |
| University of Chicago | 17 |
| Florida State University | 14 |
| Ohio State University | 10 |

8. Directors of degree programs for training adult educators had recruited their students primarily from public schools, cooperative extension, university extension, and community colleges.

9. Graduates of adult education programs were being prepared primarily to serve as administrators, with less emphasis placed on teaching and counseling functions and least on the preparation of researchers.

10. Although data could not be obtained from every institution at every time period, there seems to be an increasing number of students enrolled in programs leading to the master's degree.

11. Although the number of institutions which offer doctoral level training has increased, no more students have been attracted to doctoral level study. Instead they have been redistributed among a larger number of institutions. This is in contrast to the situation at the master's degree level. The increase from 79 doctoral students in 1969 to 147 in 1970-71 at Boston University was sufficient to offset the small decreases at other institutions and thus maintained the average enrollment. However, the total number of full-time doctoral students declined by 39.

## Implications

A considerable amount of survey data on degree programs for preparing adult educators has been collected and a part of these data has been presented and described in this report. Undoubtedly, a number of interpretations will be offered, and the readers as well as the authors will remain discontented because of the number of institutions which responded positively to the screening questionnaire yet failed to return the detailed questionnaire despite repeated mailing of reminders. Whether these non-reporting institutions which initially responded did in fact have programs which they did not report because of the amount of effort required to complete the questionnaire or whether they discovered earlier misinterpretation of the screening questionnaire and chose simply to ignore the detailed questionnaire cannot be established from the data at hand.

Nevertheless, certain implications may be drawn from the survey. The following appear to the authors to be the most important.

First, it has become evident that the existence of opportunities to secure degree training in adult education has been a well-kept secret in an appreciable number of cases. When the existence of a program of several years standing is unknown in the office of the president of the institution which sanctions the program, it is not surprising to find that individuals not associated with the institution may be equally uninformed. Therefore, it seems appropriate to suggest that the director of each degree program in adult education consider how he may bring his program to the attention of the president of his own institution if he has any doubt about his program's reputation within the office of his president. Without an effort to make the existence of his program known on his own campus, a director of an adult education degree program cannot safely assume that he will receive the inquiries about opportunities for study in adult education which may be directed to his institution.

Second, the Commission of the Professors of Adult Education does not now include in its membership approximately one-fourth of the institutions which are conducting degree programs for training adult educators. If the Commission is to exert leadership in this emerging field of university study, then it may find that a recruitment campaign is in order. Further, the Commission may find it useful to develop some arrangement for the affiliation of adult education professors in undergraduate programs and in institutions where courses may be given but degree programs are not offered in adult education.

Third, a base line study has been carried out to determine the extent of degree programs for training adult educators.

While no claim is made that the present survey form is the most appropriate instrument for such data collection, its modification to eliminate items of limited practical value and to clarify items which yield ambiguous responses constitutes a starting point.

Fourth, degree study in adult education does not conform to one or even a small number of discrete patterns. Instead, the degree programs mirror the heterogeneity of the field itself. A part of the price which must be paid for the privilege of remaining somewhat amorphous is the limitation of public acknowledgment of the existence of a discrete profession of adult educator. It is for the professors of the various programs, each one of whom is engaged in training educators of adults, to determine individually and concertedly with his fellow professors whether maintaining and enlarging the number of terms used to describe these programs are in the best long-range interests of their field or whether greater uniformity in the use of names for these curricula would constitute undesirable restraints on the development of individual programs and their attractiveness to potential students and to prospective employees of the graduates.

Finally, it is apparent that the need for suitably prepared professionals to assist adults in satisfying their learning needs will continue to increase as the society becomes increasingly complex. Institutions of higher education are responsive to public needs, and it seems reasonable to assume that they will establish new programs to facilitate adult learning in the decades ahead. Whether those who are now counted among the professors in adult education degree programs will provide the leadership for these new programs represents one of their greatest challenges.

## Appendix A

### PRIOR STUDIES ON TRAINING OPPORTUNITIES FOR ADULT EDUCATORS

The kinds and extent of training opportunities for adult educators have been studied by a number of investigators, each with his own approach to defining the field.

Verner, et al.[1] traced the origin of the concern about better information on training opportunities to 1941: "As the number of graduate programs increased, the need to disseminate information about where training in adult education was available was recognized. Houle[2] was the first to do so in articles published in 1941 and subsequent years." The literature of professional preparation programs for leaders in adult education has been examined over the last 15 years by three authors: Houle in 1960,[3] Neff in 1970,[4] and Verner et al. in 1970.

In the 1960 Handbook of Adult Education[3] Houle identified several of the previous surveys and commentaries on the extent of training opportunities for adult educators: Fansler's report in 1936,[5] Houle's own articles in the Adult Education Bulletin[6] from 1941 to 1949, and Svenson's review of professional preparation programs.[7] Neff identified three major sources of information on training programs for adult educators: (1) Svenson's dissertation,[8] (2) Cortright's report on literacy training programs in colleges and universities,[9] and (3) Houle's chapter in the textbook prepared by the Commission of the Professors of Adult Education.[10] Verner et al. have included the following additional surveys in their review of the literature: Hendrickson and Spence's survey;[11] Scates' 1963 report,[12] and Ingham's surveys[13] for the Commission of the Professors of Adult Education.

In 1936 Fansler listed and briefly described adult education training opportunities offered during 1935-36 by 49 normal schools, colleges, and universities.[14] He observed that, although isolated courses were being developed, the field of adult education was not perceived by schools of education as being sufficiently important to constitute justification for establishing a full degree program.

Houle conducted a census of summer training programs for adult educators, and his findings were published in the April issue of the Adult Education Bulletin each year from 1941 through 1950. He proposed a typology of the training programs based upon differences in the approaches taken toward the field. The five types are those:

(1) Dealing generally with the entire field of adult education,

(2) Dealing primarily with the work of one kind of adult education institution such as vocational training,

(3) Dealing primarily with some technique of teaching or administration such as the discussion method,

(4) Dealing with adult education as an aspect of a broader or a related subject, and

(5) Dealing with special provisions for individually directed study.

He used this framework in organizing his annual article.

Beginning in 1950 a listing of training opportunities was published. The April issues of Adult Education Bulletin[15] and Adult Education Journal[16] carried the same list in 1950. The spring issue of Adult Education[17] from 1951 to 1958 provided similar lists.

The Adult Education Bulletin roster included 43 American and 11 Canadian institutions. Institutions not related to colleges or universities, such as the National Training Laboratory in Group Development and the Division of Adult Education of the Provincial Government of Nova Scotia, were also included. The Adult Education rosters did not state the boundaries of the universe of institutions which had been canvassed. College and university educational activities were listed together with similar activities conducted by institutions not related to higher learning institutions.

The number of summer training courses for the period 1941 through 1958 ranged from a low of 31 in 1941 to a high of 145 in 1950, with the number declining over the next eight years to 33. No explanation has been given for the changes from year to year.

All total 123 institutions in 45 States, Puerto Rico, and the District of Columbia had provided one or more courses or summer schools over the 18-year period.

In 1953, Hendrickson and Spence[18] conducted a survey on full-time programs among those institutions which were known to offer summer courses, workshops, or institutes, to supplement the available information on summer training opportunities. The population included major land-grant colleges and State universities, even those which were not know to have offered these professional opportunities in the preceding 5 years. Seventy-two institutions, constituting 75 percent of that population, provided information on adult education offerings in the 1952-53 academic year. Fourteen were listed as providing both master's and doctor's degree programs, while 27 were identified as providing some other form of adult education training. The report does not indicate how the institutions were identified initially, leaving the interpretation of "major" to the reader.

Svenson, in a 1952-53 study of professional preparation for leaders in adult education found that 12 universities were offering advanced degree programs and 53 institutions were offering some type of professional study in the field.[19] The preceding figures were based on an 87 percent return in the survey. The purposes of his study were to identify departments or schools of education in colleges or universities which provide opportunities for professional study in adult education and to analyze the study programs which lead to advanced degrees in the adult education field.

In conducting his survey, Svenson restricted the population to institutions which had been accredited by their regional accrediting associations, offered graduate work, and had more than two graduate faculty members in education. He found it useful to divide the 56 institutions which were providing course work in adult education into 4 categories based on the extent of their offerings. Institutions in the first category offered one or two courses in adult education. Institutions in the second category had a limited but expanding adult education training program. Institutions in the third category did not offer a full program in adult education, but allowed doctoral dissertations to be written in this field. Institutions in the fourth category provided a full curriculum leading to the doctorate in adult education.

Svenson concluded that 96 institutions had offered course work in adult education at one or more of their summer sessions. An interesting sidelight to his report is his observation that most of the professors of adult education were poorly informed concerning adult education training opportunities in institutions other than their own.

Houle observed in 1968 that at least 20 American universities had functioning doctoral programs in adult education and at least three others had had such a program at one time but appeared to have dropped it.[20]

Since Svenson's report in 1956 no comprehensive attempt has been made to survey the professional preparation programs for leaders, the graduate programs, or the degree programs. However, some efforts may be noted: first, the continuing interest of the Commission of Professors of Adult Education (CPAE) of the Adult Education Association of the United States (AEA) in making a census of the offerings of its member institutions; second, since 1961, Houle's annual articles on doctorates conferred; third, Cortright's survey of training opportunities for professionals in literacy education; and finally, recent compilations by Neff and by the National Association for Public and Continuing Adult Education (NAPCAE).

The Commission of the Professors of Adult Education surveyed the programs of institutions represented in its membership in 1967,[21] 1968,[22] and 1970.[23] These three surveys, all of which were conducted by Ingham, have provided the most complete descriptions of the nature and dimensions of graduate study in adult education as carried out by institutions represented in the Commission.

Since 1961 Houle has prepared an annual inventory of persons who had received a doctorate in adult education in the preceding year.[24] He was able to identify 37 institutions in the United States which by 1969-70 had conferred 877 or more doctorates in adult education, as shown in table 7.

These annual listings included an invitation to any reader who believed that he had earned a doctorate in education **to contact the complier.** Only those persons who had returned a form certifying that they considered their doctorate to have been earned in the field of adult education were included in the listings. Using this procedure, Houle identified 1,243 persons who had earned doctorates in adult education at 37 institutions

Table 7.--Number of doctorates conferred in adult education, by institution: United States through 1969-70[1]

| Year first doctorate conferred | Institution | Number of degrees conferred | Percent[2] |
|---|---|---|---|
| 1954 | *University of Wisconsin | 182 | 20.6 |
| 1935 | *Columbia University | 74 | 8.4 |
| 1956 | *Michigan State University | 74 | 8.4 |
| 1940 | *University of Chicago | 73 | 8.3 |
| 1949 | *Cornell University | 69 | 7.8 |
| 1954 | *Indiana University | 65 | 7.4 |
| 1968 | *North Carolina State University | 50 | 5.7 |
| 1956 | *Florida State University | 45 | 5.1 |
| 1947 | *University of California, Los Angeles | 35 | 4.0 |
| 1950 | *Ohio State University | 35 | 4.0 |
| 1948 | *University of California, Berkeley | 32 | 3.6 |
| 1948 | *University of Michigan | 27 | 3.0 |
| 1957 | New York University | 9 | 1.0 |
| 1963 | *Boston University | 22 | 2.5 |
| 1956 | *University of Nebraska | 18 | 2.0 |
| 1966 | *University of Wyoming | 12 | 1.4 |
| 1968 | *Arizona State University | 11 | 1.2 |
| 1959 | *George Washington University | 8 | .9 |
| 1958 | *Syracuse University | 6 | .7 |
| 1969 | *University of Georgia | 5 | .6 |
| 1952 | State University of New York, Buffalo | 3 | .3 |
| 1956 | University of Denver | 2 | .2 |
| 1954 | University of Iowa | 2 | .2 |
| 1949 | Stanford University | 2 | .2 |
| 1956 | Texas Technological College | 2 | .2 |
| 1959 | Harvard University | 1 | .1 |
| 1948 | University of Illinois | 1 | .1 |
| 1958 | *Iowa State University | 1 | .1 |
| 1956 | University of Kansas | 1 | .1 |
| 1948 | *University of Missouri | 1 | .1 |
| 1953 | Northwestern University | 1 | .1 |
| 1942 | University of Pittsburgh | 1 | .1 |
| 1955 | University of Tennessee | 1 | .1 |
| 1959 | University of Texas | 1 | .1 |
| 1967 | Yeshiva University | 1 | .1 |
| 1969 | *University of North Carolina | 1 | .1 |
| 1970 | *University of Utah | 1 | .1 |
| | | 877 | 98.9 |

*Now maintaining doctoral program in adult education.

[1]Sources: Cyril O. Houle, Convergence (1968); Adult Leadership (1969, 1970, 1971).
[2]Addition to the percent. Excluded are Canadian universities which account for 1.01 percent of the total.

through 1972. An additional 76 questionnaires were sent to persons who were believed to have earned doctorates in adult education, but their completed questionnaires have not been returned.

Not all of those who have surveyed training opportunities in adult education have confined their search to broadly based graduate programs. Cortright made a report in 1965 dealing with the training of educational specialists for adult literacy education programs in which he stated that at least 17 educational institutions had been engaged in such work.[25]

Asking the State officials in charge of adult education to list the names of institutions within their States where present or prospective staff members could pursue academic training in adult education is another method of identifying training opportunities in adult education. Neff reported on such a study conducted in 1969 in which State adult education officials named 80 institutions offering "credit courses" in adult basic education.[26] The most striking fact revealed by comparing Neff's listing with other lists of adult education training opportunities is that Neff's respondents named approximately twice as many institutions as those already identified as offering full-degree programs by other surveyors. Further, about half of the institutions identified by Cortright as offering programs to train educational specialists in adult literacy work were not named by the State officials. If existing training opportunities for adult educators are to be fully utilized, then (1) it is essential that persons in charge of such programs take the initiative in assuring that their programs are made known to State adult education officials, and (2) that such officials make a special effort to be certain that their information is comprehensive and current.

In conclusion, a number of surveys of adult education training opportunities have been reported in the literature. Each study used its own definition of the term, its own definition of the training activity of interest, and its own definition of the population of institutions to be surveyed. Because of these differences in definitions, the resulting surveys have produced findings which are not fully comparable or additive.

Graduate programs with the words "adult education" in their formal titles have probably been adequately surveyed, at least at the doctoral level. Less is known about programs leading to the master's and special degree programs, and almost nothing can be found in the literature which deals with undergraduate degree programs in this field.

## NOTES

[1]Coolie Verner, Gary Dickinson, Walter Leirman and Helen Niskala, The Preparation of Adult Educators: A Selected Review of the Literature Produced in North America (Syracuse, N.Y.: ERIC Clearinghouse on Adult Education and Adult Education Association of the U.S.A., 1970), p.26.

[2]Cyril O. Houle, "Opportunities for the Professional Study of Adult Education - 1941", Adult Education Bulletin, V, No. 3 (April 1941), 81-85. And subsequent volumes for 10 years.

[3]Cyril O. Houle, "The Education of Adult Educational Leaders", Handbook of Adult Education in the United States, edited by Malcolm S. Knowles (Chicago: Adult Education Association of the U.S.A., 1960), 117-128.

[4]Monroe Neff, "The State of the Art in Adult Basic Education Teacher Training", Adult Basic Education: The State of the Art, edited by William S. Griffith and Ann P. Hayes (Washington, D.C.: U.S. Government Printing Office, 1970), 10-23.

[5]Thomas Fansler, "Training of Leaders and Teachers of Adults", Handbook of Adult Education in the U.S.A., edited by Dorothy Rowden (New York: American Association for Adult Education, 1936) 269-278.

[6]Cyril O. Houle, "Opportunities for the Professional Study of Adult Education - 1941", Adult Education Bulletin, V, No. 3 (April 1941), 81-85; IV, No. 4 (April 1942), 99-103; VII, No. 4 (April 1943), 104-109; VIII, No. 4 (April 1944), 106-110; IX, No. 4 (April 1945), 104-106; X, No. 4 (April 1946), 110-114; XI, No. 4 (April 1947), 100-107; XII, No. 4 (April 1948), 111-117; and XIII, No. 4 (April 1949), 105-112.

[7]Elwin V. Svenson, "A Review of Professional Preparation Programs", Adult Education, VI, No. 3 (Spring 1956), 162-166.

[8]Elwin V. Svenson, "A Study of Professional Preparation Programs for Leaders in Adult Education Offered by Schools in Education". Unpublished Ed.D. dissertation, University of California at Los Angeles, 1954.

[9]Richard W. Cortright, "Professional Preparation in Literacy Education", Journal of Teacher Education, XVI, No. 3 (September 1965), 290-293.

[10]Cyril O. Houle, "The Emergence of Graduate Study in Adult Education". Adult Education: Outlines of an Emerging Field of University Study, edited by Gale Jensen, A.A. Liveright, and Wilbur Hallenbeck. (Washington, D.C.: Adult Education Association of the U.S.A., 1964), 69-83.

[11]Andrew Hendrickson and John A. Spence, "Professional Training Programs in Adult Education". Adult Education, III, No. 6 (Summer 1953), 191-192.

[12]Alice Y. Scates, "Professional Preparation for Educators of Adults: A Survey of the States and Content of Graduate Programs in Adult Education." Unpublished Ed.D. dissertation, George Washington University, 1963.

[13]Roy J. Ingham, "A Comparative Study of Graduate Programs in Adult Education". Tallahassee, Florida: Department of Adult Education, Florida State University, 1967. (Mimeographed). Roy J. Ingham and Husain Qazilbash, "A Survey of Graduate Programs in Adult Education in the United States and Canada". Tallahassee, Florida: Department of Adult Education, Florida State University, July 1968. (Mimeographed). Roy J. Ingham, B.G. Munro, and Romeo M. Massey, "A Survey of Graduate Programs in Adult Education in the United States and Canada". Tallahassee, Florida: Department of Adult Education, Florida State University, 1970. (Mimeographed).

[14]Thomas Fansler, "Training of Leaders and Teachers of Adults", Handbook of Adult Education in the U.S.A, edited by Dorothy Rowden (New York: American Association for Adult Education, 1936), p. 269.

[15]Cyril O. Houle, "Opportunities for the Professional Study of Adult Education", Adult Education Bulletin, XIV, No. 4 (April 1950), 113.

[16]"Opportunities for the Professional Study of Adult Education", Adult Education Journal, IX, No. 2 (April 1950), 79-81.

[17]"Opportunities for the Professional Study of Adult Education", Adult Education, I to VII (Spring 1951 to 1958).

[18]Andrew Hendrickson and John A. Spence, "Professional Training Programs in Adult Education", Adult Education, III, No. 6 (Summer 1953), 191-192.

[19]See footnote 8 on page 39.

[20]Cyril O. Houle, "The Doctorate in Adult Education", Convergence, I, No. 1 (March 1968), 14-15.

[21]Roy J. Ingham, Op. cit.

[22]Roy J. Ingham and Husain Qazilbash, Op. cit.

[23]Roy J. Ingham, B.G. Munro and Romeo M. Massey, Op. cit.

[24]Cyril O. Houle, "The Doctorate in Adult Education", Adult Education, XI, No. 3 (Spring 1961); XII, No. 3 (Spring 1962), XII, No. 3 (Spring 1963); XV, No. 3 (Spring 1965).

Cyril O. Houle, "Doctorates in Adult Education Awarded in ...", Adult Education, XI, No. 3 (Spring 1961); XII, No. 3 (Spring 1962); XII, No. 3 (Spring 1963); XV, No. 3 (Spring 1965).

Cyril O. Houle, "Doctorates in Adult Education Awarded in ...", Adult Education, XIV, No. 3 (Spring 1964); XVII, No. 3 (Spring 1967).

Cyril O. Houle, "The Doctorate in Adult Education: 1935-1965", Adult Education, XVI, No. 3 (Spring 1966).

Cyril O. Houle, "The Doctorate in Adult Education", Convergence, I, No. 1 (March 1968), 13-26.

Cyril O. Houle and James C. Hall, "Doctorates in Adult Education Awarded in ...", Adult Leadership, XVII, No. 10 (April 1969); XVIII, No. 10 (April 1970).

Cyril O. Houle and Gilles H. Cloutier, "Doctorates in Adult Education Awarded in 1970", Adult Leadership, XIX, No. 1 (May 1971).

Cyril O. Houle and Dolores Ford "1972 Doctorates in Adult Education" Adult Leadership Vol. XXII, No. 2 (June 1973).

[25]Richard N. Cortright, "Professional Preparation in Literacy Education", Journal of Teacher Education, XVI, No. 3 (September 1965), 290-293.

[26]See note 3 on page 39.

## Appendix B

## SURVEY DESIGN AND METHODOLOGY

The surveying of the number and kinds of training programs for the preparation of adult educators required the formulation of an operational definition of adult education, the determination of degree levels to be included, and the development of a procedure for identifying both the institutions which would be eligible to provide such training and those which do in fact conduct such programs. In this appendix these processes are described, the survey population is identified, the development of the questionnaires is explained, and the results of the screening questionnaire are given.

### Definitions

A definition of adult education was essential so that respondents to the questionnaires would not exclude programs designed for the professional preparation of individuals to become educators of adults simply because the words "adult education" were not being used at a given institution as the formal title of a degree program. After considerable review and discussion, the following definitions were selected:

> The term "Adult Educators" designates the professionals, specialists and lay leaders who attempt to train adults and to assist them in keeping up with their personal, job, and community needs. They work in an ever-growing multitude of institutional forms, i.e.: in government and business, public schools, university extension divisions, community colleges, voluntary organizations, labor unions and churches, health and welfare agencies. They usually hold the title of administrators, counselors, researchers or teachers and they have the responsibility of developing and conducting programs of education in these institutions.
>
> The term "Degree Programs for Training Adult Educators" means any college or university sequence of systematic learning experiences (a) sanctioned by a college or a university by an academic title and (b) designated by the term "Adult Education" or an equivalent term or any sequence such as those terminated by a Certificate of Advanced Studies or a Diploma.
>
> These programs can be offered by many different academic bodies of an institution: by the College of Education, the College of Agriculture or any Department. Phrases frequently used in titles to designate these programs are "Adult Education," "Community Development," "Extension Education," and "Extension Administration."

In this survey, the term "Program" is employed to convey the meaning of one sequence of learning experiences; on the other hand, the term "Curriculum" is used to designate a sequence leading to a specific degree. Different sequences leading to the same degree are to be considered as the same curriculum.

Thus, for example, an institution offering training opportunities for adult educators in Community Development and in Cooperative Extension will be said to have two programs in Adult Education. If this institution, in each of these programs offers learning experiences at each of the three traditional academic levels, it will be said to have a B.A., and a M.A., and a Ph.D. curriculum in Community Development as well as in Cooperative Extension.

## Identification of the Population

All institutions of higher education had to be surveyed because one of the purposes of the study was to include institutions which offered degree programs in adult education but which did not have representatives in the major organizations of adult educators in the United States. All academic units within the institutions were eligible for inclusion if they professed that they were conducting "Degree Programs for Training Adult Educators." Although previous surveys had attempted to identify all graduate or all short-term training programs for adult educators, no report was found in the literature of any systematic effort to identify the population of institutions conducting undergraduate degree programs.

The survey forms were mailed to all institutions classed as 4-year colleges and universities in the Education Directory: Higher Education, 1969-70, published by the U.S. Office of Education. Of the 2,551 colleges and universities for which data were presented in this Directory, 903 were reported to be 2-year colleges, leaving a total of 1,648 4-year colleges. Also excluded were 186 entries for central offices of university State systems or multicampuses of public and private institutions. None of these units offered degrees.

The actual universe included in the screening survey was 1,937 institutions. The discrepancy between the 1,937 and the 1,648 was the result of the investigators' inability to exclude all 2-year institutions.

## Development of the Questionnaires

As has been mentioned, a screening questionnaire consisting of two items was used to identify the institutions which were conducting a program in October 1970 or were planning to establish such a program by September 1973. The main questionnaire (see appendix C) was sent to institutions which reported having a degree program for preparing professional adult educators.

The first mailing consisted of a letter of explanation, a sheet of definitions, and a self-addressed, coded, return postcard containing two questions. This screening questionnaire was mailed in October 1970 to the 1,937 institutions of higher education. Ninety days later, 440 institutions which had not responded were sent a reminder packet containing a duplicate set of the materials which had been furnished previously. Of the total population of 1, 937 institutions, 1,804 replied (93.1 percent) and 133 did not.

Responses to the screening questionnaire were placed in six categories as follows, with the numbers and percentage in each group shown:

| Category | Type | Number of institutions | Percent |
|---|---|---|---|
| a. | Conducting one or more degree programs for training adult educators | 389 | 21.6 |
| b. | Did not have such a program and not planning to initiate one by September 1973 | 1,296 | 71.8 |
| c. | Planning to launch a program by September 1973 | 96 | 5.4 |
| d. | Response not clear; raised question regarding the definition of training adult educators | 9 | .5 |
| e. | Had discontinued programs for training adult educators | 10 | .5 |
| f. | Unclassifiable | 4 | .2 |
| | | 1,804 | 100.0 |

Two adjustments were made to the total of 389 institutions reporting programs. As 15 institutions which were represented in the membership of the Commission of the Professors of Adult Education responded by indicating that they had no degree program for the preparation of professional adult educators, returns from these institutions were rechecked. Thirteen were corrected by calling the reports to the attention of the adult education professors at those institutions who then contacted their president's office to remedy the lack of information. Two additional institutions, originally classified as planning to start a program by September 1973, were discovered to have a functioning program. Hence, 404 represents the number of institutions potentially offering an adult education program and the universe utilized for the followup mailing.

The 18-page principal questionnaire was sent to the offices of the presidents of these 404 institutions except in those cases in which the responses to the screening questionnaire indicated that the questionnaire should be directed to some other individual. Attention was also called to the revised and amplified definitions of terms used in the questionnaire. Questions dealing with the history of each program, the faculty, the students, and program emphases were included in the questionnaire. This mailing included a self-addressed, stamped return envelope and was sent May 1971. By June 16, 183 responses had been received, at which time a repeat mailing was made to all of the nonrespondents.

A total of 256 institutions (62.4 percent) of the 404 which had claimed to have programs responded to the principal questionnaire. Of the respondents, 61 reported a program and submitted completed questionnaires; 195 indicated that they did not have a degree program for training adult educators, contradicting their response to the screening questionnaire.[1]

A relatively large number of nonrespondents may have been influenced by the length of the questionnaire and the time they knew would be required to complete it. Others may have read the cover letter and the definitions carefully and learned that they had responded to the screening questionnaire incorrectly because they had failed to read or at least to comprehend the definitions which accompanied that questionnaire. However, as they did not respond to the principal questionnaire despite repeated requests, it was not possible to determine whether embarrassment at admitting an earlier hasty response, reluctance to spend the time completing the questionnaire, or some other factor or combination of factors accounted for the 37.6 percent nonresponse rate. None of these institutions were known, from other sources, to have an adult education program.

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[1] A check was conducted subsequently on the responses from schools which said they planned to initiate programs. Two were reclassified to category b. In March 1972, a two-item self-addressed, stamped return postcard was mailed to each of the 96 institutions which had reported an intention to establish an adult education degree program by September 1973. The questions were equivalent to those used in the screening questionnaire but were expressed in different words. The results are as follows:

7 institutions reported that they had a program.
14 institutions reported plans to establish a program by September 1973.
8 institutions reported that they did not have a program.
60 institutions reported that they neither had such a program nor planned to institute one by September 1973.
8 institutions did not respond.

Despite the fact that far fewer institutions were found to be conducting degree programs for the training of adult educators than had been indicated by the responses to the screening questionnaire, these 61 institutions constitute the core of the developing adult education profession, and they constitute the key resource of the United States for the development of the field and for upgrading the quality of adult education practice.

Appendix C

SURVEY INSTRUCTIONS AND FORM

SURVEY OF DEGREE PROGRAMS FOR TRAINING ADULT EDUCATORS

The purpose of this form is to obtain information regarding the particulars of your program(s) for training adult educators.

To the Respondent

On September 7, 1970, we requested the cooperation of your institution in a survey that The University of Chicago is conducting in cooperation with the Adult Education Association (AEA) and the Commission of the Professors of Adult Education (CPAE). In response to our letter, your institution has indicated that it is offering an "adult-education" degree program. Consequently, we are following up with this questionnaire.

Information is lacking on institutions offering such programs for training adult educators. The availability of pertinent data is a concern for the A.E.A., its C.P.A.E. and to all prospective students in adult education. Other associations such as the National Association for Public and Continuing Adult Education (NAPCAE) and the National Council of State Directors of Adult Education (NCSDAE) have shown an equal concern about the fact that the practitioners are unaware of the existing opportunities for professional development; to that effect, they have conducted a cursory national survey of programs of adult education in 1969. Nevertheless most practitioners and potential students do not have the information readily available to facilitate either the advisory function or the decision-making for the undertaking of or the return to pertinent studies.

Yet the literature is not silent on the education of adult educators. In the Handbook of Adult Education in the United States in 1964 as in 1970, Dr. Cyril O. Houle has described the adult-education leadership and the opportunities for graduate studies. Dr. Roy Ingham for a few years has conducted for the CPAE surveys of graduate programs and lately Dr. Coolie Verner in the Preparation of Adult Educators has reviewed the pertinent literature.

These studies, dealing with graduate studies only or describing the general ways to professional development, are not meeting the present practical needs. The latest inquiries reported that on the one hand thirty colleges and universities were offering Master's, Specialist's, and Doctor's degrees (NAPCAE) or on the other hand eighty higher education institutions were offering "credit courses" in adult education in 1969 (NCSDAE). Our first screening questionnaire however indicates that there are three hundred and ninety-five such institutions.

Therefore this study intends to fill that informational gap, meet the needs of the leadership and bring to the fore your actual resources. This objective cannot be achieved without your assistance. While the enclosed questionnaire is rather lengthy, every effort was made to reduce it to the minimum. The resulting data will be published to make training opportunities more widely known.

Your cooperation is appreciated.

## Materials to Include

In order to save your time in completing this report, you may include with your return any written description of your different programs, such as catalogues and announcements you already have or any other documents such as statements of objectives and reports.

Name of institution: _____

_____

Address: _____

_____

Name of the parent institution (if any): _____

_____

Name and title of person completing the report: _____

_____

_____

## Definitions

The term Adult Educators designates the professionals, specialists and lay leaders who attempt to train adults and to assist them in keeping up with their personal, job, and community needs. They work in an ever-growing multitude of institutional forms, i.e.: in government and business, public schools, university extension divisions, community colleges, voluntary organizations, labor unions and churches, health and welfare agencies. They usually hold the title of administrators, counselors, researchers or teachers and they have the responsibility of developing and conducting programs of education in these institutions.

The term Degree Programs for Training Adult Educators means any college or university sequence of systematic learning experiences (a) sanctioned by a college or a university by an academic title and (b) designated by the term "Adult Education" or an equivalent term or any sequence such as those terminated by a Certificate of Advanced Studies or a Diploma.

These programs can be offered by many different academic bodies of an institution: by the College of Education, the College of Agriculture or any Department. Phrases frequently used in titles to designate these programs are "Adult Education", "Community Development", "Extension Education", and "Extension Administration".

In this survey, the term Program is employed to convey the meaning of one sequence of learning experiences; on the other hand, the term Curriculum is used to designate a sequence leading to a specific degree. Different sequences leading to the same degree are to be considered as the same curriculum.

Thus, for example, an institution offering training opportunities for adult educators in Community Development and in Cooperative Extension will be said to have two programs in Adult Education. If this institution, in each of these programs, offers learning experiences at each of the three traditional academic levels, it will be said to have a B.A., and a M.A., and a Ph.D. curriculum in Community Development as well as in Cooperative Extension.

---

A. According to the definitions, do you think your institution is offering degree programs for training adult educators? Please circle the appropriate answer.

Yes No

If your answer is No, please stop here and return the whole questionnaire.

## General Information

B. Which of the following phrases identifies your program(s)? Circle all numbers that apply. For example, Ball State University which has a program entitled "Program Area of Adult and Community Education" should choose to identify its program(s) either by Adult Education alone (and circle No. 1), by Community Education alone (and circle No. 5) or by both (and circle No. 1 and No. 5).

1. Adult Education. Exact title: _____

_____

2. Community Development. Exact title: _____

_____

3. Extension Administration. Exact title: _____

_____

4. Extension Education. Exact title: _____

_____

5. Other phrase. Exact title: _____

_____

C. What is (are) the name(s) of the academic unit(s) offering the program(s) mentioned in B? Please give the name of the academic unit for each program.

1. Adult Education: _____

_____

2. Community Development: _____

_____

3. Extension Administration: _____

_____

4. Extension Education: _____

_____

5. Other: _____

_____

D. What are the degrees granted and what was the year of inception of each curriculum of each program? Please indicate the degrees granted in each program by entering the year of inception in the program column (No. 1, 2, 3, 4, or 5) corresponding to your statement in B. If the year of inception is unknown to you, please enter a question mark. Explain the term "Other" in the curriculum column by giving the name of the degree.

| Curriculum | Program Classification (See Page 4, Item B) | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Undergraduate level<br>1. B.A. | | | | | |
| 2. B.S. | | | | | |
| 3. Other: | | | | | |
| 4. Other: | | | | | |
| 5. Other: | | | | | |
| Master's level<br>6. M.A. | | | | | |
| 7. M.S. | | | | | |
| 8. Other: | | | | | |
| 9. Other: | | | | | |
| 10. Other: | | | | | |
| Doctor's level<br>11. Advanced M.A. | | | | | |
| 12. Ed.D. | | | | | |
| 13. Ph.D. | | | | | |
| 14. Other: | | | | | |
| 15. Other: | | | | | |
| 16. Other: | | | | | |
| Curricula not categorized by levels (Please enter the title)<br>17. | | | | | |
| 18. | | | | | |

## Information on an Individual Program

The form provides space to report on two programs. Should your institution have more than two programs, please request additional sheets.

Designation of the program (Circle one of the numbers you circled in B on p. 4): 1 2 3 4 5

### Information on the Faculty

Please provide for questions 1, 2, 3, and 4
in column A: the names of the faculty members,
in column B: the undergraduate and graduate degrees they hold,
in column C: the field of concentration of each degree they hold,
in column D: the name of the university where the degree was secured,
in column E: their contribution to the program (full-time--F; part-time--P)

1. Who was the director (or chairman) at the time of inception?

| A | B | C | D | E |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

2. Who was (were) the professor(s) at the time of inception?

| | A | B | C | D | E |
|---|---|---|---|---|---|
| a. | | | | | |
| | | | | | |
| | | | | | |
| b. | | | | | |
| | | | | | |
| | | | | | |

Information on the Faculty (continued)

| | A | B | C | D | E |
|---|---|---|---|---|---|
| c. | | | | | |

3. Who is the present director (or chairman)? Same as in No. 1 [ ] or as follows:

| A | B | C | D | E |
|---|---|---|---|---|
| | | | | |

4. Who is (are) the present professor(s)? If the name and particulars were given in 2, provide only the name in 4.

| | A | B | C | D | E |
|---|---|---|---|---|---|
| a. | | | | | |
| b. | | | | | |
| c. | | | | | |

Information on the Faculty (continued)

| | A | B | C | D | E |
|---|---|---|---|---|---|
| d. | _____ | _____ | _____ | _____ | _____ |
| | | _____ | _____ | _____ | |
| | | _____ | _____ | _____ | |
| e. | _____ | _____ | _____ | _____ | _____ |
| | | _____ | _____ | _____ | |
| | | _____ | _____ | _____ | |

Information on Students

If this information is unknown to you, please provide an estimate and precede each of your answers by the letter E. Should it be impossible to estimate, enter a question mark.

| | Undergraduate | | Master's | | Doctor's | | Other curricula not categorized by level | |
|---|---|---|---|---|---|---|---|---|
| | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time |
| 1. What was the number of students in the first year of the program? | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| 2. What was the number of students in 1969-70 (twelve-month period)? | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |

| | Undergraduate | Master's | Doctor's |
|---|---|---|---|
| 3. In what year the first student graduated? | _____ | _____ | _____ |
| 4. How many students have been graduated to date? | _____ | _____ | _____ |

Information on the Program Content

1. Objectives. Please provide the statement of purpose or the list of objectives of the program.

_____

_____.

_____

_____

_____

2. Does your institution require a Master's degree to begin work on a Doctorate? Circle Yes or No

3. How many semester hours of courses and seminars are required in each of the following curricula?

Undergraduate level: _____ Master's level: _____

Doctor's level after an undergraduate degree: _____

Doctor's level after a Master's degree: _____

4. How many of the foregoing semester hours of courses and seminars are in the field of "adult education"?

Undergraduate level: _____ Master's level: _____

Doctor's level after an undergraduate degree: _____

Doctor's level after a Master's degree: _____

5. Does this program include an internship? (circle "Yes" or "No")

Undergraduate level: Yes No ; Optional: Yes No ;

Master's level: Yes No ; Optional: Yes No ;

Doctor's level: Yes No ' Optional: Yes No ;

6. At the present time, what institutional segments of the field of "adult education" does the composition of the student body in the program reflect? Please rank up to five of the following for each curriculum and indicate number 1 up to 5 in each curriculum column.

| | Undergraduate level | Master's level | Doctor's level |
|---|---|---|---|
| Specify the title of the Degree (B.A., B.S., M.A., M.S., Ed.D., Ph.D., etc.) | | | |
| a. University Extension | | | |
| b. Cooperative Extension Service | | | |
| c. Evening Colleges | | | |
| d. Residential Education | | | |
| e. Community Colleges | | | |
| f. Public Schools | | | |
| g. Libraries and Museums | | | |
| h. The Armed Forces | | | |
| i. Labor Unions | | | |
| j. Business and Industry | | | |
| k. Health & Welfare Agencies | | | |
| l. Religious Institutions | | | |
| m. Mass Media | | | |
| n. Voluntary Organizations | | | |
| o. Proprietary Schools | | | |
| p. _____ | | | |
| q. _____ | | | |
| r. _____ | | | |

7. What program areas does this program emphasize? Please indicate the relative emphasis given to various program areas by ranking up to five of the following for each curriculum by indicating number 1 up to 5 in each curriculum column.

| | Undergraduate level | Master's level | Doctor's level |
|---|---|---|---|
| Specify the title of the degree (B.A., B.S., M.A., M.S., Ed.D., Ph.D., etc.) | | | |
| a. Adult Basic Education | | | |
| b. English as a 2nd language | | | |
| c. Reading | | | |
| d. _____ | | | |
| e. _____ | | | |
| f. Community Development | | | |
| g. Continuing Education for Professions | | | |
| h. Continuing Education for Women | | | |
| i. Curriculum and Content | | | |
| j. Program Planning | | | |
| k. Evaluation | | | |
| l. _____ | | | |
| m. _____ | | | |
| n. Education for Aging | | | |
| o. Education for Family Life | | | |
| p. Education for Public Responsibility | | | |
| q. Education for Self Fulfilment | | | |
| r. Education for Social Responsibility | | | |
| s. Health Education | | | |
| t. Recreational Education | | | |
| u. Vocational Technical Education | | | |

8. For what function is the present student body in this program preparing? Please indicate in percentage in each row of each curriculum column.

| | Undergraduate level | Master's level | Doctor's level |
|---|---|---|---|
| Specify the title of the Degree (B.A., B.S., M.A., M.S., Ed.D., Ph.D., etc.) | | | |
| a. Administration | | | |
| b. Counseling | | | |
| c. Research | | | |
| d. Teaching | | | |
| e. Further Studies | | | |
| f. _____ | | | |
| g. _____ | | | |
| Total: | 100% | 100% | 100% |

Financial Assistance to Students

Fellowship. A fellowship award covers tuition fees and in addition provides a cash stipend. A fellow is expected to devote full time to graduate study toward an advanced degree. No service to the university is required.

Scholarship. A scholarship is an award no greater than tuition fees. No service to the university is required.

Assistantship. An assistantship may carry with it tuition scholarship. It calls for service to the university.

Internship. An internship may carry with it tuition scholarship. An intern is expected to devote some portion of his time to supervised program execution in an educational setting.

Please provide by degree and by category of assistance an estimated percentage of students who have been receiving financial assistance over the last five years.

| | Title of the Degree (B.A., B.S., etc.) | F | S | A | I | None | Total |
|---|---|---|---|---|---|---|---|
| Undergraduate level | _____ | ___ | ___ | ___ | ___ | ___ | ___ |
| Master's level | _____ | ___ | ___ | ___ | ___ | ___ | ___ |
| Doctor's level | _____ | ___ | ___ | ___ | ___ | ___ | ___ |
| Total | | ___ | ___ | ___ | ___ | ___ | 100% |

## Information on an Individual Program

The form provides space to report on two programs. Should your institution have more than two programs, please request additional sheets.

Designation of the program (Circle one of the numbers you circled in B on p. 4): 1 2 3 4 5

### Information on the Faculty

Please provide for questions 1, 2, 3, and 4
- in column A: the names of the faculty members,
- in column B: the undergraduate and graduate degrees they hold,
- in column C: the field of concentration of each degree they hold,
- in column D: the name of the university where the degree was secured,
- in column E: their contribution to the program (full-time--F; part-time--P)

1. Who was the director (or chairman) at the time of inception?

| A | B | C | D | E |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

2. Who was (were) the professor(s) at the time of inception?

| | A | B | C | D | E |
|---|---|---|---|---|---|
| a. | | | | | |
| | | | | | |
| | | | | | |
| b. | | | | | |
| | | | | | |
| | | | | | |

Information on the Faculty (continued)

| | A | B | C | D | E |
|---|---|---|---|---|---|
| c. | | | | | |

3. Who is the present director (or chairman)? Same as in No. 1 [ ] or as follows:

| A | B | C | D | E |
|---|---|---|---|---|
| | | | | |

4. Who is (are) the present professor(s)? If the name and particulars were given in 2, provide only the name in 4.

| | A | B | C | D | E |
|---|---|---|---|---|---|
| a. | | | | | |
| b. | | | | | |
| c. | | | | | |

Information on the Faculty (continued)

| | A | B | C | D | E |
|---|---|---|---|---|---|
| d. | _____ | _____ | _____ | _____ | _____ |
| | | _____ | _____ | _____ | |
| | | _____ | _____ | _____ | |
| e. | _____ | _____ | _____ | _____ | _____ |
| | | _____ | _____ | _____ | |
| | | _____ | _____ | _____ | |

Information on Students

If this information is unknown to you, please provide an estimate and precede each of your answers by the letter E. Should it be impossible to estimate, enter a question mark.

| | Undergraduate | | Master's | | Doctor's | | Other curricula not categorized by level | |
|---|---|---|---|---|---|---|---|---|
| | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time | Full-time | Part-time |
| 1. What was the number of students in the first year of the program? | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |
| 2. What was the number of students in 1969-70 (twelve-month period)? | ____ | ____ | ____ | ____ | ____ | ____ | ____ | ____ |

| | Undergraduate | Master's | Doctor's |
|---|---|---|---|
| 3. In what year the first student graduated? | _____ | _____ | _____ |
| 4. How many students have been graduated to date? | _____ | _____ | _____ |

Information on the Program Content

1. Objectives. Please provide the statement of purpose or the list of objectives of the program.

_____

_____

_____

_____

_____

2. Does your institution require a Master's degree to begin work on a Doctorate? Circle Yes or No

3. How many semester hours of courses and seminars are required in each of the following curricula?

Undergraduate level: _____ Master's level: _____

Doctor's level after an undergraduate degree: _____

Doctor's level after a Master's degree: _____

4. How many of the foregoing semester hours of courses and seminars are in the field of "adult education"?

Undergraduate level: _____ Master's level: _____

Doctor's level after an undergraduate degree: _____

Doctor's level after a Master's degree: _____

5. Does this program include an internship? (circle "Yes" or "No")

Undergraduate level: Yes No ; Optional: Yes No ;

Master's level: Yes No ; Optional: Yes No ;

Doctor's level: Yes No ; Optional: Yes No ;

6. At the present time, what institutional segments of the field of "adult education" does the composition of the student body in the program reflect? Please rank up to five of the following for each curriculum and indicate number 1 up to 5 in each curriculum column.

| | Undergraduate level | Master's level | Doctor's level |
|---|---|---|---|
| Specify the title of the Degree (B.A., B.S., M.A., M.S., Ed.D., Ph.D., etc.) | | | |
| a. University Extension | | | |
| b. Cooperative Extension Service | | | |
| c. Evening Colleges | | | |
| d. Residential Education | | | |
| e. Community Colleges | | | |
| f. Public Schools | | | |
| g. Libraries and Museums | | | |
| h. The Armed Forces | | | |
| i. Labor Unions | | | |
| j. Business and Industry | | | |
| k. Health & Welfare Agencies | | | |
| l. Religious Institutions | | | |
| m. Mass Media | | | |
| n. Voluntary Organizations | | | |
| o. Proprietary Schools | | | |
| p. _____ | | | |
| q. _____ | | | |
| r. _____ | | | |

7. What program areas does this program emphasize? Please indicate the relative emphasis given to various program areas by ranking up to five of the following for each curriculum by indicating number 1 up to 5 in each curriculum column.

| | Undergraduate level | Master's level | Doctor's level |
|---|---|---|---|
| Specify the title of the degree (B.A., B.S., M.A., M.S., Ed.D., Ph.D., etc.) | | | |
| a. Adult Basic Education | | | |
| b. English as a 2nd language | | | |
| c. Reading | | | |
| d. _____ | | | |
| e. _____ | | | |
| f. Community Development | | | |
| g. Continuing Education for Professions | | | |
| h. Continuing Education for Women | | | |
| i. Curriculum and Content | | | |
| j. Program Planning | | | |
| k. Evaluation | | | |
| l. _____ | | | |
| m. _____ | | | |
| n. Education for Aging | | | |
| o. Education for Family Life | | | |
| p. Education for Public Responsibility | | | |
| q. Education for Self Fulfilment | | | |
| r. Education for Social Responsibility | | | |
| s. Health Education | | | |
| t. Recreational Education | | | |
| u. Vocational Technical Education | | | |

8. For what function is the present student body in this program preparing? Please indicate in percentage in each row of each curriculum column.

| | Undergraduate level | Master's level | Doctor's level |
|---|---|---|---|
| Specify the title of the Degree (B.A., B.S., M.A., M.S., Ed.D., Ph.D., etc.) | | | |
| a. Administration | | | |
| b. Counseling | | | |
| c. Research | | | |
| d. Teaching | | | |
| e. Further Studies | | | |
| f. _____ | | | |
| g. _____ | | | |
| Total: | 100% | 100% | 100% |

Financial Assistance to Students

Fellowship. A fellowship award covers tuition fees and in addition provides a cash stipend. A fellow is expected to devote full time to graduate study toward an advanced degree. No service to the university is required.

Scholarship. A scholarship is an award no greater than tuition fees. No service to the university is required.

Assistantship. An assistantship may carry with it tuition scholarship. It calls for service to the university.

Internship. An internship may carry with it tuition scholarship. An intern is expected to devote some portion of his time to supervised program execution in an educational setting.

Please provide by degree and by category of assistance an estimated percentage of students who have been receiving financial assistance over the last five years.

| | Title of the Degree (B.A., B.S., etc.) | F | S | A | I | None | Total |
|---|---|---|---|---|---|---|---|
| Undergraduate level | _____ | ___ | ___ | ___ | ___ | ___ | ___ |
| Master's level | _____ | ___ | ___ | ___ | ___ | ___ | ___ |
| Doctor's level | _____ | ___ | ___ | ___ | ___ | ___ | ___ |
| Total | | ___ | ___ | ___ | ___ | ___ | 100% |

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